DOCUMENT RESUME

ED 089 896 RC 007 798

AUTHOR	Myers, Dean L., Ed.; And Others
TITLE	Pawnee-Divernon Educational Feasibility Study.
INSTITUTION	Divernon Community School District, Ill.; Pawnee Community School District, Ill.
SPONS AGENCY	Illinois State Office of the Superintendent of Public Instruction, Springfield.
PUB DATE	Mar 74
NOTE	131p.
EDRS PRICE	MF-$0.75 HC-$6.60 PLUS POSTAGE
DESCRIPTORS	*Academic Standards; Consolidated Schools; Curriculum; Dropouts; Educational Facilities; Educational Finance; Enrollment; *Feasibility Studies; High Schools; Instructional Staff; *Program Evaluation; Regional Schools; Research; Resources; School Districts; *School Redistricting; Services; *Small Schools
IDENTIFIERS	*Illinois

ABSTRACT

The feasibility study concerns itself with the possible school district reorganization for the Pawnee and Divernon School Districts. Citizens' committees, boards of education, administration, and teachers provided consultant information about their schools. The evaluation committees, comprised of citizens from the Pawnee and Divernon School districts, provided most of the information included in the 7 chapters of this report. This report covers: (1) a historical background of the communities and school districts; (2) curriculum; (3) building facilities; (4) pupil services; (5) financial status; (6) population trends and school enrollent; and (7) staff. Most of the recommendations made by each committee reflect their own values, hopes, and expectations for their children and their schools--for instance, chapter 6 recommends that, on the basis of recent population and school enrollment trends, it would appear both feasible and desirable for the 2 districts to consolidate. The 25 conclusions include such things as: Divernon's future population is more difficult to predict; both high schools had very good holding power records; and the dropout rates were low. Recommendations favor consolidation for these reasons: (1) the number of Illinois public school districts has decreased every year since 1945; (2) the trend in Illinois is toward consolidation; and (3) small school districts frequently lack an economic and population base adequate to support an effective educational program. Data concerning the 2 high schools--such as course offerings, library facilities, equipment, salaries, and enrollment--are presented in tabular form. (FF)

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PAWNEE-DIVERNON EDUCATIONAL FEASIBILITY STUDY

Pawnee Community District No. 11
Pawnee, Illinois 62558
Divernon Community District No. 13
Divernon, Illinois 62530

prepared by

The Citizens' Steering Committee
Seven Citizens' Evaluation Committees
Two Boards of Education
Administration and Teachers
University Consultant

March 1974

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FOREWORD

The minutes of the regular monthly meeting of the Pawnee Community Unit District #11 Board of Education, June 12, 1973, recorded the following action:

"Discussion was held regarding the employment of a consultant for the Pawnee-Divernon feasibility study concerned with the possible school district reorganization. Mr. Myers recommended Dr. Stuart Anderson after interviewing several candidates. Motion by Manning, seconded by King, to employ Dr. Anderson, Sangamon State University, as consultant for the Pawnee-Divernon feasibility study. Motion passed 6-0."

A similar motion was passed unanimously at the regular monthly meeting of the Divernon Community Unit District #13 Board of Education, June 13, 1973.

Later that month each board appointed three citizens from each school district to serve on the Steering Committee. On June 26th the Steering Committee, Board Presidents, Superintendents of Schools, and the consultant met to discuss the general goals of the study, the importance of community involvement and participation, and the leadership role of the Steering Committee. The Committee accepted the consultant's recommendation for seven citizens' evaluation committees and agreed to seek balance of membership between Pawnee and Divernon residents on each. Later the Steering Committee established a list of approximately thirty-five names for membership on the seven Evaluation Committees.

The first joint meeting of the Steering Committee and the Evaluation Committees was held August 9, 1973 in the Pawnee School District cafeteria. Each community was represented by twenty-two citizens for a total of forty-four. The goals and procedures of the study were discussed. Each committee met

several times during the fall and winter before it submitted its final report to the consultant.

Credit for the successful completion of this feasibility study belongs to a number of people. The consultant is indebted to the following Sangamon State University graduate students who prepared background information for six chapters of the study:

Loren Anderson	- Building Facilities
Loren Fouts	- Historical Background of the Community and School Districts
Stanley Girdler	- Population Trends and School Enrollment
Paul Glick	- Financial Status
George Hansen	- Staff
Russell Ross	- Curricular and Extra Curricular Programs

Members of the boards of education in the two cooperating districts deserve credit for their interest and willingness to initiate and support the study. The Office of the Superintendent of Public Instruction represented by James V. McDonald, Paul Wood, James R. Medlock and William L. Gaither provided professional and financial assistance. The administrators of the two school districts, Superintendents Dean L. Myers and Eldon Wickline, and Principals A. H. Sandstrom and John T. McTaggart, reviewed and edited most of the chapters of the report.

The citizens who participated on the steering committee and the seven evaluation committees are to be commended for their interest in the education of the children in these two school districts. Their reports provided the basis for this feasibility study.

Stuart A. Anderson,
Consultant

LOCAL, COUNTY, AND STATE ADMINISTRATION

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David W. Dickey	Mrs. Robert Rettberg
John Thoele	John B. Smith

Evaluation Committees

Historical Background of Communities and School Districts

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Mrs. William Sandidge	Miss Luanne Currie
Mrs. Charles Swain	Robert Garner

Curriculum

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Larry Jazo	George Molohon, Sr.
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Jack Smith

Robert Speas

Population Trends and School Enrollment

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Darrell Snelling

Glen Stewart

Mrs. Dan Brancecum

Thomas Horn

Mrs. Gilbert Petersen

Staff

Harold Edge

Ray Jenkins

Ron Barrow

Mrs. Leo Bourne

Howard Norris

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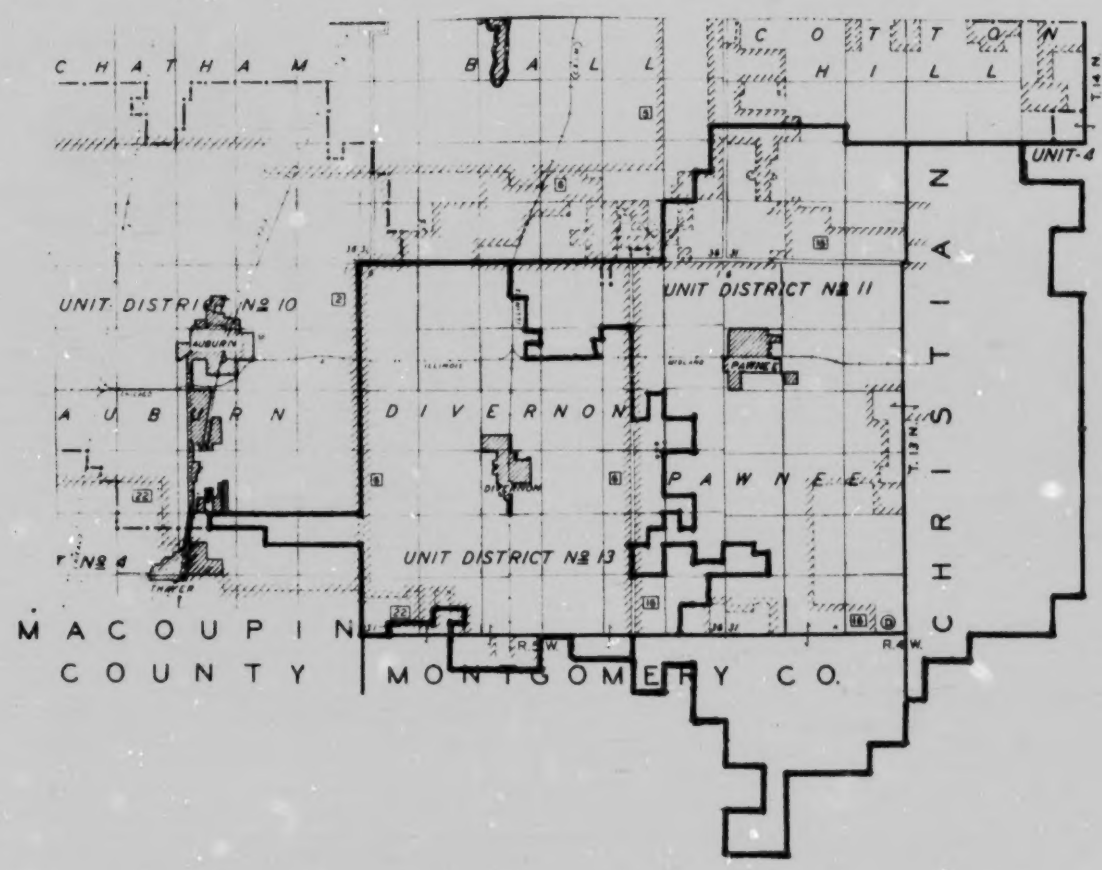
Map of the Two School Districts



CHAPTER I

HISTORICAL BACKGROUND OF COMMUNITIES AND SCHOOL DISTRICTS

Pawnee

Historians believe that Pawnee Township was settled about 1818, the first township in Sangamon County. Justus Henkle, the first settler, arrived that year. Pawnee Township is located in the southeastern corner of Sangamon County, and was then known as the Horse Creek Trading Post. The first store was opened in 1854 by Samuel Fullinwider. Later in the year, after more people had settled, they applied to the United States Post Office Department for a post office with the name of Horse Creek. The reason for this name was that the creek ran through the middle of Pawnee Township. The Post Office Department in Washington contacted the Postmaster at Springfield, Illinois, and informed him that there was another post office by the name of Horse Creek in Illinois. John W. Keyes, then Springfield Postmaster, named the village Pawnee. The post office was built the following year.

It is claimed that the first riding cultivator was made in an old Pawnee blacksmith shop operated by John and Will Doolittle. The Old Town, over the hill, burned in the late 1880's and the square, as it is now called, was given by the Lockridge brothers who built the first bank which still stands at the southwest corner of the square.

Pawnee has grown from a population of a few hundred to over 2,000 today. It is situated in the center of a rich farming area. The largest coal mine in Illinois, Peabody #10, is located three miles east of Pawnee as is the Commonwealth Edison Company's new power plant.

Elementary School

According to an article in the Centennial Edition, June 11, 1954, of the Pawnee Herald, the first school was held in 1824 in the loft of Justus Henkle's log cabin. Soon after this a school house was erected, the materials obtained by each parent contributing logs in proportion to the number of children of school age in the family. The first log school house was built near the old stage coach stand west of Pawnee, on the main road between Springfield and St. Louis. John Johnson was the first teacher. There were slab seats with no backs, and the window was a hole in the log wall covered with grease paper. The fireplace was large enough to hold a quarter cord of wood, which was furnished by some of the older boys.

In 1873 a more substantial building was erected, and in 1876 a new frame building with two rooms was built on the site of the present grade school. The school had never been graded until Mrs. Martha Ensminger Baxter came as a teacher, and she instituted the grade system.

The cornerstone for an elementary school was laid in 1898. It was known as District No. 155 until 1947 when the village and rural districts were consolidated and became District No. 180. Two years later the grade and high schools were organized into one unit. This became Pawnee Community Unit District No. 11.

In 1947, the lunchroom was moved from the Town Hall to the Elementary School basement. Since then many improvements have been added to this service. Students have been transported to school since 1947 by buses operated by the school district. A new building which was constructed next to the high school was occupied in the fall of 1955.

High School

The first high school classes were held in 1867 in what is now the Pawnee Elementary School. Only three years of high school were held at this location. In 1910 the voters approved the construction of a new building which was erected on the site of the present high school. Construction started in 1911 but was not completed until 1915. Students spent their first day in the new building on January 6, 1915. The high school was completely destroyed by fire when it was struck by lightning in the spring of 1923. Classes were resumed in various business facilities in Pawnee. The new high school building, completed in 1924, was also destroyed by fire in February, 1958. A new building was occupied in 1960.

December 14, 1968, Referendum

As the school district continued to grow, the school facilities became less adequate. The elementary school needed additional classrooms, locker room space, a larger cafeteria and more storage space. The high school also was feeling the enrollment pinch as well as the need to provide facilities indicated by curriculum change and expanded student services. It also became necessary to meet the requirements for the Life Safety Code.

A $1,350,000 school building improvement program bond issue was passed by a two-to-one margin in December 14, 1968. This amount will be paid over a 15-year period. The existing high school bonds were retired in 1973.

The new addition provided an Instructional Materials Resource Center which meets the American Library Association standards, reading improvement and language laboratory; art room; improved auto mechanics laboratories; vocal music room; elementary science laboratory; improved physical education areas and locker rooms; additional classrooms; health center; counseling offices; and, a cafeteria.

Employment Trends

Forty per cent of the people living in the Pawnee School District are employed in agriculture and government as can be seen in the following table. The major changes from the decade of the 1950's to the 1960's have been the ten per cent decrease in the self-employed and the ten per cent increase in the Commonwealth Edison power plant which was completed in 1969.

Employment	1950-1960	1960-1970
Agriculture	20%	15%
Government	20	25
Professional	10	15
Peabody Coal Company	10	10
Commonwealth Edison	--	10
Self-employed	20	10
Blue Collar	10	--
Vocational	10	15
Totals	100%	100%

Educational Status of Adults

Nearly two-thirds of the adults are high school graduates. Fifteen per cent did not finish high school while another fifteen per cent have less than a high school education. College graduates comprise five per cent of the population as can be seen below.

5% College Graduates
65% High School Graduates
15% Some High School Education
15% Less Than a High School Education

Community Interest in Schools

The citizens' committee believes that community interest in the Pawnee Schools is very high. The school plant and educational program are of concern and are thought to be very good by new people in the community. Interest in and attendance at meetings of the Parents' Club is good.

Divernon

Divernon Township was organized on July 13, 1896, by taking two and one-half sections from the western part of Pawnee Township and two sections in width from the eastern side of Auburn Township.

Incorporated in 1899, the village really came into being in 1886 when Charles G. Brown and Joseph Burtle laid out the original plot with D. H. Starkweather assisting with the surveying. The post office was established on April 25, 1887, with Charles G. Brown as Postmaster and H. C. Barnes as assistant. The village got its name when Squire Barnes suggested Di Vernon. It was accepted but the capital "V" on Vernon was later eliminated. In 1899, the Madison Coal Corporation opened a mine south of the village. The village of a few houses soon became a booming mining town of 3,000 people. It prospered until the spring of 1925 when the Company decided to close the mine, putting 800 men out of work. Many of the present day residents of Divernon are employed in Springfield at manufacturing plants and also by the State of Illinois. Since the mine closing, the population has dropped to around 1,000 people.

Elementary and High Schools

Records show that there were schools in the Divernon area prior to 1874. However, the first four-room grade school was built in 1901. In 1917 four rooms were added to the existing building, plus two wooden buildings were constructed to house the two lower grades. These wooden buildings were later town down. In 1920, there was an enrollment of 530 children in the elementary school and another four-room building was constructed on the west side of Divernon. This building also was eventually torn down and the bricks were used in the construction of the high school gymnasium, which was built in 1937.

The country schools consolidated with the Village of Divernon in 1948 and the unit district came into being that year. Divernon Community Unit School District No. 13 contains over 32 square miles. A modern elementary school building was constructed in 1968 next to the present high school. This building was in use during the 1968-69 school year. Grades kindergarten through the eighth grade are in this building plus a cafeteria, all-purpose room, music room and a classroom for Educable Mentally Handicapped students.

The high school was built in 1912 at a cost of $30,000. The records show that it was one of the most modern and finest buildings in the State of Illinois at that time. The first person to graduate from the Divernon High School was in 1904, even though the building did not exist at that time. The enrollment was at its peak in 1922 with a total of 150 students. An industrial arts workshop was added to the present building in 1956.

Community Interest in the Schools

A consolidation of the Auburn-Divernon schools has been considered several times and has been defeated each time. The people apparently had not considered what would be best for the children, but thought primarily about the present and not the future. They don't seem to consider what the benefit would be in having a more enriched curriculum.

Three efforts have been made at other times to consolidate with other school districts.

In 1962 Divernon, Auburn, Virden and Girard voted on consolidation. The plans were to build a new high school between Virden and Auburn with the present buildings in each community to be used for the junior high schools and the elementary school. The consolidation was defeated by almost a 3 to 1 vote. The reason given was that taxes would be increased.

In 1966 and 1967 Pawnee, Divernon and Morrisonville school boards met to talk about consolidation. Efforts to consolidate never did get past the talking stage as the boards, with Pawnee first, broke off the talks.

In 1969 Divernon and Auburn voted on a consolidated district. Efforts to consolidate were again defeated because the high school students in Divernon would have to be transported to Auburn and the school board was to be elected primarily from the Auburn District.

If consolidation of the two school districts is recommended, it is felt that the people should be made aware of the benefits to the students before putting it to a vote.

CHAPTER II

CURRICULUM

Introduction

The curriculum includes all of the activities and experiences made available to students by the school district. In-school as well as out-of-school activities are included as a part of the curriculum. This study is concerned primarily with "what" is offered to the student in each district, not "how" it is taught. Instruction is considered the responsibility of the professional educator and is not included in this report.

Information has been collected about the course offerings such as English, history and mathematics. Because of their importance to the social and physical development of youth, extra-curricular activities including athletics, clubs, and other school sponsored activities are considered. Auxiliary services such as the instructional materials center, audio-visual services also are examined.

The curricula of the two school districts participating in this study were studied to determine the educational opportunities offered. Because the elementary school curricula and facilities appear adequate and current in both districts, the major concern of this report is the two high schools.

The curriculum committee met twice as a group; at these meetings assignment of tasks was the main focus. Committee members individually collected information from the school principals and superintendents. A survey questionnaire was developed to determine students' curriculum interests. A Sangamon

State University graduate student's 1973 report "Curriculum and Extra-Curricular Activities," as one aspect of possible consolidation of the schools was reviewed by the committee. Also examined was the 1970 North Central Association of Colleges and Secondary Schools report on the Pawnee High School.

The curricular offerings of Pawnee and Divernon elementary schools are similar. Pawnee's elementary school curriculum is a traditional one with two sections of self-contained grades from kindergarten through the intermediate level. The junior high is departmentalized with standard courses in English, mathematics, social studies, and science. Music, art, and physical education are taught by special teachers.

Divernon's elementary school curriculum plan and program is not traditional like Pawnee's. Divernon is currently one of forty schools in the State participating in the Individually Guided Education program through the leadership of the Office of the Superintendent of Public Instruction, Early Childhood Education, and Curriculum Development Section. The central elements of IGE are learning programs that combine clear definitions of instructional intent with continuing assessment of pupil progress and learning styles. Inherent in the program are diversified multi-media environments that encourage self-directed learning. Divernon's primary grades are non-graded, and this in turn makes them quite different from Pawnee's traditional approach to grading. Only one section of each grade is offered at Divernon.

By far, the greatest difference was in the curricular offerings at the high school level. Pawnee offered 72 courses to Divernon's 41. This wide disparity may be attributed to a larger faculty, a more diversified curriculum, more semester courses, and quite a few more classrooms.

Most of the curriculum growth in the Pawnee High School has been since 1969-70 when the assessed valuation of the school district was significantly increased due to the construction of Commonwealth Edison's new power plant located six miles east of Pawnee. Agriculture and related subjects were dropped in the 1972-73 school year. Algebra II and trigonometry, and chemistry and physics, which had been taught on alternate years, are now offered each year. In 1962-63 there were 30 different courses; ten years later, 1972-73, the number of courses had more than doubled.

The student questionnaire revealed students' desires as to the courses they would like to see added to the curriculum. Many students expressed interest in foreign languages (Spanish being dominate at Pawnee High School and German being preferred at Divernon High School), more semester courses, more industrial arts courses, mainly welding and metal working, business machines courses and a lengthened lunch period.

Because students were not interested in the traditional agriculture courses, it was decided that this program should be dropped in both high schools.

Courses added at the Pawnee High School in the last five years are shown in the Appendix. Divernon has added courses in Speech and Journalism, Office Practice, Sociology and Economics, Family Living, Physical and Life Science and Health and Safety. Also, non-credit mini courses have been added; examples include judo and movie making.

Pawnee's projection for new courses is to add welding and metal work to its industrial arts program; to include geography in its Social Studies program; and, to obtain business machines.

Pawnee offers a variety of vocational courses, plus supplemental tuition payments for outside vocational courses such as cosmotology. At present the

great majority of the student body feels that the present vocational offerings are sufficient. (See Curriculum Growth chart in the Appendix for vocational courses offered.)

High School Curriculum

The North Central Association of Colleges and Secondary Schools is a regional accrediting agency for both colleges and high schools. This voluntary organization is concerned primarily with the quality of the educational program. Membership as a fully accredited participant is an indication of a quality high school program. Pawnee High School is an N.C.A. member, Divernon is not. The N.C.A. recommends the following courses be offered in order to attain accreditation:

Language Arts (English, speech, journalism)	4 Units
Foreign Language	2 Units
Social Studies (history, geography, government)	4 Units
Mathematics	4 Units
Science	4 Units
Practical Arts (business, industrial or vocational courses, homemaking)	4 Units
Health and Physical Education	1 Unit
Fine Arts (music, art)	2 Units[1]

The number of course units recommended and those offered during the 1973-1974 school year are shown in Table 1.

---

[1]North Central Association of Colleges and Secondary Schools, Policies and Standards for the Approval of Secondary Schools, 1972-1973, p. 16. A unit is defined as a two-semester course offering.

TABLE 1

NUMBER OF COURSE UNITS RECOMMENDED AND OFFERED DURING THE 1973-1974 SCHOOL YEAR

Course	NCA Recommendations	Courses Offered	
		Pawnee	Divernon
Language Arts	4	4	4
Foreign Language	2	2	0*
Social Studies	4	4	3
Mathematics	4	4	3
Science	4	4	4
Business		4	4
Home Economics	4	4	4
Vocational Courses		0	0
Industrial Arts		6½	2
Health and Physical Education	1	4	4
Fine Arts (Art and Music)	2	4	2

*Spanish offered, but class did not materialize

English

The number of courses and sections of English classes offered in each high school and the number of students enrolled are shown in Table 2. Each school met the minimum statutory requirements, although 15 different courses were available in Pawnee compared to seven in Divernon. Pawnee's average class size was 21 compared to nearly 17 at Divernon. All of Pawnee's courses are semester classes except ACT English which is a year class.

Because of Pawnee's comparatively low enrollment in the 20 sections (averaging approximately 16 students per class) and also because pupils occupied 314 seats out of a 600 potential, which left 376 vacant, it would be possible for Pawnee to accommodate the 116 Divernon students with the addition of two English I sections, one English II, and one English III.

Should all 116 Divernon students be added to the 314 Pawnee students, the new total would be 430. Assuming that four new sections are added to the 20, two in English I and one in English II, the total would be 24, making an average of 18 pupils per class. Divernon's average is nearly 19 per class.

TABLE 2

FALL SEMESTER 1973-74 ENGLISH COURSES

Pawnee				Divernon	
Course	Capacity	Enrollment	Vacant Seats	Course	Enrollment
ACT English (only full year course)	30	3	27		
English I	30	26	4	English I	15
English I	30	26	4	English I	16
English II	30	20	10	English II	30
English II	30	18	12		
English III	30	24	6	English III	30
English III	30	16	14		
American English IV	30	13	17	English IV	8
Business English	30	10	20		
Drama I	30	10	20	Speech & Journalism (Semester)	17
Drama I	30	11	19		
Creative Writing	30	9	21		
Novel	30	17	13		
Short Stories	30	14	16		
World Literature	30	12	18		
Introduction to Literature	30	23	7		
Introduction to Literature	30	20	10		
General English II	30	18	12		
Business English II	30	9	21		
Intro. to Literature II	30	15	15		
Totals	600	314	276		116
Total Number of Courses		15		7	
Total Number of Sections		20		6	

Science

The number of science courses, sections, and student enrollment are shown in Table 3. Pawnee offered six different courses in eight sections for an average class size of nearly 14. Divernon offered seven courses in seven sections for an average class enrollment of approximately 12.

Should the 82 Divernon students be added to Pawnee's 108, the total would be 190 or 20 above Pawnee's present listed capacity. This problem could be resolved by increasing the class size or by adding another science laboratory. The former option would appear to be more realistic at this time.

Mathematics

The mathematics courses, sections, and enrollment are shown in Table 4. Pawnee offered six different courses, seven sections with an average class size of nearly 15 pupils. Divernon offered four different courses in four sections for an average enrollment per class of approximately 13 pupils.

Should the 50 Divernon students enrolled in math courses be added to the 102 at Pawnee, the total would be 152. Because of Pawnee's average class size of 15 and also because classroom utilization is less than 50 percent, it would be possible to make this change without increasing either the number of classes or adding a teacher.

TABLE 3

FALL SEMESTER 1973-74 SCIENCE COURSES

Pawnee				Divernon	
Course	Capacity	Enrollment	Vacant Seats	Course	Enrollment
Science	30	19	11	Life Science	11
Biology I	20	15	5	Physical Science	16
Biology I	20	20	0	Physical Science	16
Biology I	20	13	7	Biology	13
Biology II	20	17	3	Advanced Biology	8
Chemistry	20	7	13	Chemistry	10
Physics	20	6	14	Advanced Chemistry	3
Zoology	20	11	9	Physics	4
				Independent Study	1
Totals	170	108	62		82
Total Number of Courses	6			7	
Total Number of Sections	8			7	

TABLE 4

FALL SEMESTER 1973-74 MATHEMATICS COURSES

Practical Math	30	27	3	General Math	19
Algebra I	30	9	21	Algebra I	14
Algebra I	30	12	18	Geometry	12
Geometry	30	19	11	Algebra II (Didn't Materialize)	0
Algebra II	30	22	8		
Trigonometry (Semester)	30	7	23	Advanced Math	5
Calculus (Semester)	30	6	24		
Totals	210	102	108		50
Total Number of Courses	6			4	
Total Number of Sections	7			4	

Social Studies

The social studies course offerings, number of sections, and student enrollments are shown in Table 5. Pawnee's curriculum included five different courses, ten sections, and an average class size of nearly 18. Divernon's curriculum included four different courses, four sections, and an average class size of nearly 23.

Should a decision be made to consolidate the two school districts, the 90 Divernon high school students enrolled in social studies classes added to Pawnee's 175 would total 265. Pawnee could accomodate this increase because of 124 vacant seats and a 300 seating capacity. The average class size would be increased to nearly 27, assuming that the number of sections would not change.

Foreign Language

There are 11 students enrolled in French I and 8 in French II in the Pawnee High School. No foreign language instruction is offered in Divernon. This low enrollment probably accounts for the absence of third and fourth year courses. Should the districts consolidate, it is reasonable to assume that this enrollment would increase.

Business Education

The course offerings, number of sections, and enrollments in Business Education are shown in Table 6. Students in Pawnee could choose from eight different courses with two sections of Typing I. Divernon students had a choice of seven courses. Pawnee had 126 students enrolled in Business Education subjects for a class size average of 14. Divernon had 87 students with an average class size of nearly 13.

Should the two districts consolidate and the curriculum remain the same, it would be necessary to add one section each of General Business and Bookkeeping. Pawnee's available classroom and student stations are adequate to accommodate Divernon's enrollment in this subject.

TABLE 5

FALL SEMESTER 1973-74 SOCIAL STUDIES COURSES

Pawnee				Divernon	
Course	Capacity	Enrollment	Vacant Seats	Course	Enrollment
*Constitution	30	30	0	World History	42
*Constitution	30	11	18	American History	28
American History	30	14	16	Government (Did not materialize)	0
American History	30	25	5	*Sociology	20
American History	30	19	11	*Economics (2nd Semester)	
World History	30	13	17		
*Consumer Educ.	30	14	16		
*Consumer Educ.	30	22	8		
*Consumer Educ.	30	12	18		
*Psychology	30	15	15		
Totals	300	175	125		90
Total number of courses	5			4	
Total number of sections	10			4	

* Semester course

TABLE 6

FALL SEMESTER 1973-74 BUSINESS EDUCATION COURSES

Pawnee				Divernon	
Course	Capacity	Enrollment	Vacant Seats	Course	Enrollment
Personal Typing (semester)	25	14	11	Personal Typing	11
General Business	30	30	0	General Business	12
Bookkeeping	30	18	12	Bookkeeping	20
Typing I	25	18	7	Typing I (semester)	18
Typing I	25	9	16	Advanced Typing	8
Clerical Practice	25	14	11		
Shorthand I	25	10	15	Shorthand	9
Secretarial Practice	25	3	22	Office Practice	9
Business Law (semester)	25	10	15		
Totals	235	126	109		87
Total number of courses	8			7	
Total number of sections	9			7	

Industrial Arts

The industrial arts course offerings and enrollments are shown in Table 7. Eight different courses and 11 sections with a class size average of 12 are included in Pawnee's program while Divernon offers two courses in this area with a total enrollment of 18. Pawnee's total enrollment is 122 and the average class size is 12. Pawnee participates in the Area Vocational Center with the following student enrollment: Commercial Cooking 3; Machine Shop 2; Drafting 1; Welding 1; and Key Punch 1. Twenty-two Divernon students attend the Springfield Area Vocational Center where they are enrolled in the following courses: auto-motive, building trades, coop work experience, cosmetology, electronic data processing, graphic arts, machine shop, and key punch operator. Seven junior boys, 6 junior girls, 3 senior boys, and 6 senior girls participate in this vocational program. These A.V.C. students are bussed to Springfield. The students spend the morning in their regular high school and the afternoon in the center. Their absence from school for half a day causes some scheduling problems. Required junior and senior courses must be offered in the three morning periods.

Should the two districts decide to consolidate, the 18 Divernon students enrolled in industrial arts courses could be accommodated quite easily. It is assumed that both high schools would continue to send pupils to the Area Vocational Center.

Home Economics

Table 8 shows the number of students enrolled in the various home economics courses and the number of sections. Pawnee offered nine courses, 11 sections, and had an average class size of approximately seven students. Divernon had

four courses, four sections, and a class size average of nearly 12.

Should the districts decide to consolidate, Pawnee could easily accommodate the home economics enrollment of both high schools.

Music, Art, and Photography

Course offerings, sections, and enrollments in music, art, and photography are shown in Table 9. Pawnee's music program includes 43 in band, 20 in chorus, and three in music theory. Divernon had nine students in the band, and ten in the chorus, and 12 in summer band. It would seem that the music program would be enhanced by consolidation.

There were 12 students in one Art I class and 11 in the other, while 14 were enrolled in Art II in Pawnee. Divernon High School does not offer Art. Here again consolidation would be beneficial to the students.

Six students are enrolled in each of two Pawnee photography classes. This subject is not available in Divernon.

TABLE 7

FALL SEMESTER 1973-74 INDUSTRIAL ARTS COURSES

Pawnee				Divernon	
Course	Capacity	Enrollment	Vacant Stations	Course	Enrollment
Survey Ind. Occupations	16	16	0	Shop I	10
*Mechanical Drafting	16	12	4	Mech. Drafting	
*Mechanical Drafting	16	13	3	Woodwork	
*Electronics	16			Electricity	
*Woodworking I	20	9	11		
*Woodworking I	20	10	10	Shop II	8
Arch. Drafting	16	9	7	Arch. Drafting	
Woodworking II	20	20	0	Metals	
Auto Mechanics I	16	9	7		
Auto Mechanics I	16	11	5		
Auto Mechanics II	16	13	3		
Totals	188	122	50		18
Total number of courses	8			2	
Total number of sections	11			2	

* Semester courses

TABLE 8

FALL SEMESTER 1973-74 HOME ECONOMICS COURSES

Pawnee				Divernon	
Course	Capa-city	Enroll-ment	Vacant Seats	Course	Enroll-ment
Foods I	20	10	10	Foods I (Fall '73)	20
Foods I	20	10	10	Foods II (Spring '74)	
Clothing I	20	9	11	Advanced Foods (Spring '74)	
Clothing I	20	9	11	Beginning Clothing (Spring '74)	
Foods II	20	3	17	Advanced Clothing (Fall '73)	8
Clothing II	20	6	14	Tailoring (Fall '74)	3
Foods III	20	7	13	Housing & Interior Decorating (Spring '74)	
Clothing III	20	8	12		
Adult Living	30	7	23	Family Living (Year)	14
Child Development	30	9	21	Child Development (Spring '74)	
Home Furnishing	30	3	27		
Totals	250	81	169		45
Total number of courses		9		4	
Total number of sections		11		4	

TABLE 9

FALL SEMESTER 1973-74 MUSIC, ART, AND PHOTOGRAPHY

Pawnee				Divernon	
Course	Capacity	Enrollment	Vacant Seats	Course	Enrollment
Band	99	43	56	Band	9
Chorus (2½ days week)	99	20	79	Chorus	6
Music Theory (dropped)	10			Guitar (2 days/week)	
Music Theory (semester)	10	3	7	Music Appreciation (dropped)	
Totals	218	66	143		14
Total number of courses	3			2	
Total number of sections	3			2	
Art I	20	12	8		
Art I	20	11	9		
Art II	15	14	1		
Totals	55	37	18		
Total number of courses	3				
Total number of sections	3				
Photography (semester)	6	6	0		
Photography (semester)	6	6	0		
Totals	12	12	0		
Total number of courses	2				
Total number of sections	2				

Physical Education

Physical education, health, and driver education classes and enrollments are shown in Table 10. Pawnee offered four classes of boys' physical education with 108 students enrolled for an average class size of 27. Three girls' physical education classes had 89 enrolled for an average class size of nearly 30. Three driver education courses listed 25, 30, and 21 students enrolled. Divernon reported 22 and 32 students in two boys' classes, 29 and 18 in two girls' classes, and 31 in Driver Education, Health and Safety.

Should the two districts decide to consolidate, and the number of classes remain the same, the average class size would be about 42. By adding two classes this average would be reduced to 33.

TABLE 10

1973-74 PHYSICAL EDUCATION, HEALTH, AND DRIVER EDUCATION

Pawnee				Divernon	
Course	Capacity	Enroll-ment	Vacant Stations	Course	Enroll-ment
*Boys' P.E.	99	23	76	Boys' P.E.	32
Boys' P.E.	99	29	70	Boys' P.E.	22
Boys' P.E.	99	27	72		
Boys' P.E.	99	29	70		
Totals	396	108	288		54
Girls' P.E.	99	26	73	Girls' P.E.	29
Girls' P.E.	99	32	67	Girls' P.E.	18
Girls' P.E.	99	31	68		
Totals	297	89	208		47
Totals Boys & Girls	693	197	496		101
Driver Education	30	25	5	Driver Education	31
Driver Education	30	21	9	Health and Safety	
Driver Education	30	30	0		
Totals	90	76	14		31

* 9th Grade alternates between Health and Physical Education

Divernon's Mini-Course Commitment

The mini-courses listed below are being offered on an experimental basis this year. They meet two afternoons per week from 3:15 to 3:40 during a slightly extended activity period. If, after student and teacher evaluations, mini-course prove to be a successful addition to the curriculum, it is hoped that a wider variety of offerings can be made possible in the future.

Mini-courses began the week of January 21, 1974.

Mini-course title--description--teacher--days held follow:

Introduction to Psychology
at Little White House; a study of the science of human behavior. Why do people behave as they do, what defense mechanism do they employ to cope with emotional stress.; C. Corine; Monday and Tuesday.

Party Snacks
in Home Economics Room: the preparation and consumption of party snacks, includes the study of preparation techniques, cost and time factor; E. Lederbrand; Wednesday and Thursday.

Household Maintenance for Girls
in the Shop: learn to live without needing a man around the house. Even if you have one around, experience tells us that you can never find him when you need him, so learn now how to be self-sufficient and independent; T. McTaggart; Wednesday and Friday.

The Energy Crisis
in the Science Room; understanding the problems leading to the crisis we have. Research concerning the problem and possible alternative methods of energy.; R. Rossetto; Tuesday and Friday.

Song Writing
in the Music Room; compose your own original song, dedicated to your own someone. Study in the techniques of song composing.; P. Upchurch; Tuesday and Thursday.

Guitar
in the Math Room; basic techniques of chord repertoire; P. Weger; Tuesday and Thursday.

Extra-Curricular Activities: 1973-74

The extra curricular program includes those activities under the supervision of the high school, but outside the regular classroom. Athletics, dramatics, publications and clubs are usually found in this category. Table 11 shows the extra-curricular offerings reported by the high school administrators. Both schools had policies and guidelines concerning the eligibility for student participation in extra-curricular activities.

Pawnee and Divernon offer a competitive athletic program. Student questionnaire returns indicated great interest in girls' competitive sports, along with intramural-type activities such as roller skating, bowling, ice skating and swimming. At the present time the GAA at Pawnee High School has scheduled some of the above intramural-type sports, but not on a competitive basis.

Pawnee high school offers drama and speech in their curriculum, but does not have a debate team. Divernon offers speech and journalism and has a drama club. They compete in speech contests, but do not have an organized debate team.

Pawnee and Divernon have a yearbook. Both schools print articles in the local paper to inform the public of their school activities and news. Divernon sends a newsletter to the student's parents once a month.

With the exception of athletics, extra-curricular programs and activities offerings are typical for high schools of this size.

TABLE 11

HIGH SCHOOL EXTRA CURRICULAR ACTIVITIES: 1973-74

Activity	Pawnee	Divernon
Athletics		
Football	x	x
Basketball	x	x
Baseball	x	
Track	x	x
Wrestling		x (JV)
Letterman's Club	x	x
Weight Lifting		x
Girls Athletic Association	x	
Cheerleaders	x	x
Girls' Volleyball	x	x
Girls' Track	x	x
Future Homemakers Association	x	x
Drama (Plays)		x
Student Council	x	x
School Newspaper		
Yearbook	x	x
National Honor Society	x	
Tender Loving Care (TLC)		x
Peer Counseling		x
Library Club	x	
Pep Club	x	
Future Scientists	x	
French Club	x	
Jazz Band (Stage Band)	x	x

Auxiliary Services

Libraries, audio-visual materials, special education, summer school, adult education, health services, and articulation are considered auxiliary services. These services beyond the instructional program of the typical classroom are designed to support the regular program and also to extend learning opportunities to a broader range of interests, abilities, and ages.

Instructional Materials Center

The increased emphasis on individualized instruction, the tremendous growth of technology, and the knowledge explosion all have placed greater emphasis on the need for sources of information beyond the classroom. This need is met, in part, by the modern library, now identified as the "Instructional Materials Center". Under this new concept, the student finds a wealth of current materials available on a wide range of topics. In addition to books, magazines, and other published materials he finds tape recorders, overhead projectors, and other types of audio-visual materials.

An Instructional Materials Center was included in Pawnee's 1968 building addition and remodeling project. This modern 6,000 square foot facility serves all the pupils and teachers in the district. The main area has a capacity of 100. A work room and two classrooms are attached. One room is a 24-capacity language laboratory. Nineteen individual study carrels are included in the media center. Two full-time professionals, both qualified librarians, assist students and faculty.

Divernon's Instructional Materials Center is located in the elementary school where two classroom facilities are used for this purpose. One professional, who

also teaches one English class, is in charge. The library collections and facilities are reported in Tables 12 and 13. Pawnee reported 12,090 volumes while Divernon listed 3,470 volumes. The greatest deficiencies in both libraries were in Natural Sciences, Practical Arts, Fine Arts and Literature. Both collections were high in fiction. Pawnee provided nearly 16 books per student compared to nearly 10 in Divernon. Pawnee subscribed to 95 different magazines while Divernon reported 30.

TABLE 12

1973-74 HIGH SCHOOL LIBRARY FACILITIES

Considerations	Pawnee	Divernon	ALA Standards
*Enrollment	701	373	---
Number of Books Per Student	15.7	9.4	10
Magazines	95	30	50-75
Newspapers	4	4	3-6
Staff Librarians	2	1	1 Librarian per 300 pupils

* I.M.C. used by K - 12 Students.

TABLE 13

1973-74 HIGH SCHOOL LIBRARY COLLECTIONS

Subject Areas	Pawnee		Divernon		ALA*
	Number	Per Cent	Number	Per Cent	Per Cent
General	800	6.6	150	4.3	1.5
Philosophy	80	0.7	25	0.7	1.0
Religion	110	0.9	25	0.7	1.0
Social Sciences	900	7.4	75	2.2	9.6
Language	100	0.8	50	1.4	1.0
Natural Sciences	1,400	11.6	450	13.0	7.6
Practical Arts	800	6.6	100	2.9	16.7
Fine Arts	500	4.2	150	4.3	8.0
Literature	300	2.5	75	2.2	10.8
History & Travel	1,600	13.2	400	11.5	15.9
Biography	1,200	9.9	350	10.1	9.9
Fiction	4,300	35.6	1,620	46.7	17.0
Totals	12,090	100.0	3,470	100.0	100.0

*American Library Association suggested High School Standards

Audio-Visual Equipment

A variety of audio-visual equipment facilitates the teaching-learning process. These instructional tools enhance student interest and motivation. The audio-visual equipment available in each district is shown in Table 14 together with the Illinois Association of School Librarians (IASL) suggested minimum Standards.[1]

TABLE 14

1973-74 AUDIO-VISUAL EQUIPMENT

Equipment	Pawnee	Divernon	I.A.S.L. Minimum Standards
16mm Film Projector	3	3	1 per floor per building
Filmstrip Projector	8	6	1 per building
Opaque Projector	1	1	1 per building
Record Player	14	10	1-2 classes
Tape Recorder	15	5	1 per building
Overhead Projector	8	10	1 for 2 classes
Television	0	1	1 for 2 classes
Radio	0	0	1 for 5 classes

[1] The Illinois Association of School Librarians, Standards for School Library Programs in Illinois, p. 7.

Special Education

Under the provisions of Section 14-8.01 of the Illinois School Code, all school districts shall provide an education for all handicapped children of school age. This program of special education shall be implemented by each school district, either individually or cooperatively by July, 1969.

Both school districts are members of the Sangamon Area Special Education Coop.

The following Special Education instruction and/or services are offered in the Pawnee Public Schools: Educable Mentally Handicapped, Speech Correctionist, two Learning Disabilities, Psychologist and School Social Worker.

Special Education classes and services in the Divernon Public Schools include:

Speech Correctionist, elementary and high school, two half days a week
School Psychologist, one day a month for testing
School Social Worker, two days a month; visits parents
Learning Disabilities, K-9, one-half day, five days a week; started in January, 1974.

Adult Education

Under provisions of Section 10-22.20 of the Illinois School Code, a school district may establish classes for individuals over 21 and those under 21 who are not in attendance in public schools and may receive funds from the Office of the Superintendent of Public Instruction.

Neither Pawnee nor Divernon offered any adult education courses in 1973-74. However, Pawnee has offered one non-credit, ten-week enrichment class for the last five years. Also, Eastern Illinois University has offered extension courses in Pawnee the last three years.

Summer School

Some Pawnee students attend summer school in the Springfield Public Schools. The Board of Education pays the fees for approved attendance. Some ESEA Title I Remedial Programs have been held in the summer. Some Divernon students participate in the summer band.

Articulation

The smooth transition of learners from kindergarten through twelfth grade is a goal of most school districts. This problem frequently becomes acute as pupils move from elementary school to high school. An on-going plan which maintains articulation in all subjects is recommended.

Pawnee has had curriculum articulation committees in the past, but none is operating this year.

Divernon has worked at this but has no formal committee structure.

Conclusions and Recommendations

The curriculum committee reached the following conclusions. Consolidation would open many new classes, facilities, and opportunities for the Divernon students. For Pawnee students, classes would become larger, therefore, the existing courses could be run more economically and more sections would be possible. For students from both schools, scheduling the classes they want to take would be easier due to the possibility of having more than one section of a course offered during the day. Extra curricular activities probably would be expanded. However, the expense per participant would remain about the same or be reduced.

Illinois 1972 goals for the seventies include: health education, conservation and environmental education, comprehensive school safety,

consumer education, career education, and adult education. To implement these programs will require facilities, staff, money, and a sufficient number of students. Pawnee could not do this economically and Divernon probably could not do it at all. Therefore, there are some definite advantages to consolidating.

In view of the curriculums now offered at Pawnee and Divernon, the enrollments, and the O.S.P.I. goals for the seventies, it seems that consolidation would be a step toward what is best for the high school students of the districts.

CHAPTER III

BUILDING FACILITIES

The purpose of this chapter is to examine the possible consolidation of these two school districts as the concept relates to building and site facilities. The effect on students will be a major consideration. The study will be limited to the existing physical plants and site in each district. Quality education depends upon many things within the school districts, but buildings rank high on the list of considerations.

Pawnee Elementary School

Pawnee, like Divernon, operates a single high school and an elementary school sharing the same campus. In this case both schools are connected, but, with the exception of the cafeteria, learning center, art, music, and auditorium, have independent facilities.

The elementary school was completed in 1955 and has a present enrollment of 530 pupils. This is well below its maximum capacity. There are 28 classrooms, the size varies slightiy but average about 24' x 30'. The primary rooms all are equipped with toilet facilities and sinks. Grades three and up have sinks in the rooms. The 1969 remodeling and addition included nine classrooms, kindergarten with a covered outside play area, and special education room. The elementary school has a new gymnasium built in 1969. This is a large - 50' x 70' - all-purpose type addition. The furniture is in excellent condition and the entire building has been well cared for.

The high school gymnasium is located in the elementary school. It is a very good facility with a seating capacity of about one thousand.

There also is a nurse's room and a speech correction room on the second floor of this two-story building. A large science laboratory, 35' x 40', with a capacity of twenty-five pupils also is located on this level.

A large special educational room is located on the ground floor; it is well-equipped with the latest audio-visual aids. This excellent building is well able to provide for present and future enrollment. Considering the more than adequate elementary school in Divernon, it seems apparent that no new facilities will be needed in either school district in the near future.

Life Safety Code Report

When the building program was completed in 1969, this facility met all the Life Safety Code requirements of the Office of Superintendent of Public Instruction.

Conclusions and Recommendations

The Pawnee Elementary School has adequate facilities for the present as well as future enrollment. The condition of the building is generally good, however, more preventive maintenance could be done.

Pawnee High School

The high school was completed in 1960 with a new addition in 1969. The building is an excellent facility with an enrollment of approximately two hundred pupils. In the event of consolidation, this building probably could accommodate 125 additional pupils without any more rooms being added.

The 1969 addition included a 66' x 90' learning center with three classrooms adjoining this center. It is a beautiful and functional facility, completely carpeted. The center is equipped with many books and twenty carrels for individual work; it is shared with the elementary school. This facility, and all the other new areas added in 1969, is air conditioned.

Also included in this addition is a spacious 55' x 70' cafeteria which serves both the elementary school and the high school; a 60' x 90' gymnasium for physical education; boys' and girls' physical education dressing rooms which are quite adequate; a 60' x 80' auto mechanics' shop; an art room; an 18' x 24' faculty dining room; and an 18' x 24' faculty study room. The vocal music room, 35' x 38', and the band room, 30' x 40', both are air conditioned.

There are 18 regular classrooms. The home economics room is spacious, 30' x 60', with excellent sewing and cooking equipment.

The agriculture shop is not being used for instruction since this subject was dropped from the curriculum. It would be most adequate for a metals shop.

A 24' x 30' student lounge is available to a limited number of students.

A modern 330-seat auditorium and stage facility would draw praise in a school much larger in size. It is used for a study hall. Since the building addition shut off access to outside air, this facility probably should be air conditioned. In 1970 it was estimated that it would cost $31,000. to air condition the auditorium.

Two counseling areas are included in the new addition. Two business education rooms provide more than enough space.

Four of the high school classrooms are in the basement. One elementary school room is located there. Although this is less than ideal, they are bright, well-lighted rooms and are acceptable. Four toilet facilities are located in the old building and the new addition. Other classrooms provided for are social studies, English (2 rooms) mathematics, biology laboratory, chemistry laboratory, chemistry classroom, French, and industrial arts (drafting, wood shop, and electrical). This building meets Life Safety Code standards.

Conclusions and Recommendations

The Pawnee High School complex is very adequate for the present student enrollment and probably could comfortably accommodate one hundred additional students. The media center and the cafeteria are large enough to serve twice the present high school enrollment, according to O.S.P.I. standards.

Divernon Elementary School

Divernon's Elementary School is, in contrast to the high school, a modern, masonry building completed in 1968. It has ten regular classrooms with two supplementary areas that could be used as classrooms if the need arose. It has an excellent Instructional Materials Center which is shared with the high school and from which the two aforementioned classrooms could be utilized by use of portable walls.

The band room also is used by both the elementary school and the high school.

An excellent cafeteria facility is quickly converted into an all-purpose room by removing the portable tables. This room is approximately 40' x 50' with a tile floor and a high ceiling; it could serve for some physical education classes and school functions.

The enrollment of 240 students is well under the capacity of this school. The classrooms are spacious and are separated by moveable walls so that each one can be used with the adjoining room, although at present they are used independently.

The rooms are wedge-shaped, being about 40' x 20' x 30' deep. Each room has ample storage space for coats and supplementary texts. The primary rooms are equipped with faucet and restroom facilities. Upper grades have access to restroom facilities shared by adjoining rooms. Each classroom has an outdoor exit.

The principal's office, teachers' room, and first-aid room are small and inadequate.

This one-story building has tile floors and acoustical ceilings throughout. It is heated by a hot water system, but is not air conditioned. The furniture is excellent and well cared for. Each room has a large chalkboard about 40" x 90". A modern science room has six tables and is very adequate for elementary school needs.

The superintendent's house is used for Special Education classes.

In summary, the elementary school is excellent and well able to provide for the present enrollment as well as future growth. There is need for physical education, home economics and industrial arts facilities. The present high school gymnasium, home economics rooms, and industrial srts shop are being used by junior high school pupils.

Divernon High School

The Divernon School District operates a single high school and one grade school located near each other on the east side of town. The two buildings adjoin a black topped playground area with recently added tennis courts.

The Divernon High School is a two-story brick structure which was built in three stages: the eight classrooms were built in 1912; the gymnasium in 1937; and the shop was added in 1956. It has an enrollment of 120 pupils. The classrooms generally are small with a capacity of about thirty students each.

The mathematics and history rooms are still illuminated with incadescent bulbs while the others are lighted by older fluorescent units.

The 30' x 50' study hall has been converted into a two-room business department of ample size. All rooms have drapes and adequate window shades. The home economics department contains three small rooms with a capacity of approximately forty. Both sewing and cooking are offered. Two stoves, a

dishwasher and one refrigerator are furnished: all are in good condition.

The science laboratory appears to be well equipped.

The shop area is well equipped. There are fifteen drafting tables in the mechanical drawing room; the adjoining shop area is large and well-equipped. There are six laboratory tables for metal work, wood-working, and electricity.

Music and library facilities in the elementary school are shared with the high school.

The classroom walls and ceilings are plaster and the floors are wood. The age of this building makes it difficult to keep these rooms attractive. The floors in particular are badly warped and are in need of repair.

The gymnasium is inadequate for both physical education and inter-scholastic needs. It is very small. The basketball floor doesn't meet either high school or grade school standards. Seating is limited to four rows of bleachers on one side of the floor. A small stage is at one end of the gymnasium and the team dressing rooms are in the basement. Neither is adequate.

Restroom facilities also are in the basement; these are the only toilet facilities in the entire building.

Home football games are played on the athletic fields of neighboring high schools. However, a football field is under construction.

The heating plant is relatively new, three years old, and is a hot water unit. It needs better regulating controls.

A summary of the type and size of classroom facilities follows:

Ground Floor

Drafting room 24' x 34' capacity 24 students

Industrial arts shop and storage 58' x 70' capacity of 50-55

First Floor

Business two rooms 29' x 32' each

English 18' x 20'

Superintendent's office 12' x 18'

Principal's office 8' x 10'

Counseling office 10' x 12'

Faculty coffee area 6' x 18'

Science 24' x 32'

Second Floor

History 24' x 32'

Mathematics 19' x 32'

Typing 18' x 22'

Home Economics three rooms; 11' x 12', 18' x 18', 18' x 22'

Other Facilities

Gymnasium, 62' x 77' with seating capacity of about 300. Not adequate for physical education classes, for high school competition, or for junior high.

Dressing rooms and shower facilities are not adequate.

Both boys' and girls' toilet facilities are inadequate. Both are in undesirable locations and all plumbing is old and generally not in good condition.

Life Safety Code Report

The high school was surveyed in 1967 and a number of recommendations were made to bring the facility into compliance with O.S.P.I. building specifications. At the time of this survey the architect had made 50 recommendations and estimated their cost to be $25,000.00. Approximately 80 per cent of these recommendations have been accomplished.

Sites

The buildings in both districts are located on one site. In Pawnee, the elementary school and high school are connected; in Divernon the two buildings are separate.

The Pawnee site is approximately 32 acres. The recreational facilities on this land include a football field, regulation baseball diamond, 5 Khoury League baseball diamonds and a practice football area.

The Divernon site is eight acres. This land consists of an area north of the high school 200' x 300', and another area southeast of the elementary school 410' x 557'.

The O.S.P.I. recommended site areas are: elementary school, 5 acres; junior high, 20 acres; and senior high, 30 acres.

The area at Divernon is adequate for an elementary school only. Divernon plans to build a football field one block southeast of the elementary school. This athletic field would increase the school district's present outdoor facilities.

The area at Pawnee is barely adequate. However, there probably could be better usage made of the existing facilities. It would appear advisable for both districts to employ an architect to draw up a plan for immediate as well as long term utilization of the sites. Pawnee has engaged an architect to study this problem and make a recommendation to the Board of Education.

The Committee would like to point out that any references in this report to O.S.P.I. recommendations are suggestions of that office and are not to be considered as requirements.

Conclusions and Recommendations

The Divernon High School is quite inadequate both from the standpoint of space available and the opportunities for quality education which can be offered. Divernon's need for a new high school is obvious. The present high school cannot provide their students with the educational opportunities needed by these young people. It is the feeling of this Committee that the existing high school at Divernon should be abandoned in the very near future. Due to the age of the original building, it does not seem feasible to spend a lot of money on it and still have a building which is over 60 years old and lacking in many areas necessary for quality education. The cost to modernize the Divernon High School building would be unrealistic.

Both of the Pawnee schools are excellent buildings, well cared for and offer many opportunities for quality education. In view of the excellent elementary school building at Divernon, consolidation would offer no problems in grades K through 8. The Pawnee High School could provide for these Divernon pupils within its existing building.

Pawnee also would benefit from this consolidation. The state is urging, and will probably soon demand, that smaller school districts join with their neighbors in forming larger districts. Although size alone does not guarantee better education, the proposed consolidation would mean that as far as buildings are concerned the necessary resources would be available for improved education.

CHAPTER IV

PUPIL SERVICES

This chapter is concerned primarily with the following pupil services provided in each school district: transportation, school lunch program, guidance, and health services.

Transportation

Pawnee has six buses in use, with four on regular routes and one for vocational and one for kindergarten. Divernon has four buses in use, with two on regular routes.

The longest time a child is on the bus is about 45-50 minutes.

Pawnee has one full-time employee for maintenance and driving the buses.

Divernon has the maintenance service done locally.

The cost for transportation for Pawnee was $29,992.32 in 1972-73 for an average cost of 52¢ per mile. Divernon paid $13,877.14 plus $8,072.00 for a new bus. The average cost per mile was about 65¢.

Divernon and Pawnee have door-to-door pickup on country routes. Pawnee also has some central meeting places in town after running the country routes.

The committee concluded that consolidating could increase the cost of transportation, depending on the placement of the pupils in the schools.

School Lunch Program

Pawnee charged 35¢ for a "Type A" student lunch and 50¢ for adults. Divernon charged 40¢ for students and 50¢ for adults.

Both school menus are prepared by the cafeteria personnel and both are self-supporting.

Pawnee had an average of 537 students, or 75%, eating lunches each day. Divernon had an average of 67% of the students eating lunches each day.

This participation should remain about the same or the number of students eating lunch increase slightly if the schools are consolidated.

Grants are received from state and federal agencies. Commodities provided include rice, butter, peas, dried milk, flour, beans, turkeys, fruit cocktail, canned corn, french fries, tomatoes and corn meal. Bids are taken for milk and bread.

Guidance

Each school district has one counselor whose primary responsibility is serving high school students. However, the counselors do serve the entire district, K-12, in each community. Pawnee has a total of 716 pupils of which 206 are in the high school. Divernon has a total of 357 pupils of which 117 are in the high school.

The counselors assist students in their subject selections and provide information on college catalogues and scholarships. They also help students with social problems. Testing for all grades which is conducted each year in both districts for evaluation of the students also is a responsibility of the counselor.

Pawnee

Teachers in the elementary and junior high school make referrals to him. He also works with the school nurse, psychologists, social workers, and special education personnel of the district when cases arise. He also has responsibilities with state agencies concerning students in the district who are under their supervision.

The program is still primarily in its infant stages since this marks the third year for a full-time counselor and each year the services and program have been expanded and evaluated. Following the North Central Association evaluation of Pawnee High School in March of 1971, most of the recommendations set forth by the committee to add to the effectiveness of the guidance program have been incorporated.

The following guidance and counseling services are provided by the school district.

I. Inventory Service - The Primary appraisal program of the school. It emphasizes the collection of information that will identify each individual pupil as a unique individual. This service will be as valuable as its information is valid, comprehensive, and unique for each pupil.

1. Cumulative folder
2. Questionnaires
3. Health Records
4. Standardized Tests
5. Anecdotal Records

II. Information Services - Occupational

1. Briefs, guides, etc.
2. Wall charts
3. Filmstrips
4. Periodicals
5. Books
6. Special days or events (career night or assemblies on future employment or vocations)

- Educational

1. College and university catalogues
2. Directories of private schools
3. Directories of trade, business, or technical schools

4. Scholarships and loans
5. Wall charts
6. Booklets with study-habit suggestions
7. Special days or events (College Day)

- Personal Social

1. Wall charts
2. Brochures
3. Films
4. Booklets designed to help students understand self and others

III. Counseling Service - The counseling service can be judged in terms of three major components.

1. Presence of a trained personnel
2. Facilities available for counseling purposes
3. Time available for counseling purposes

Making use of the service

Referrals

1. Discipline
2. Unusual behavior
3. Student who maintains a record of under-achieving
4. Student undecided as to a training program or who wishes to change his program
5. Student who fails to participate in the normal activities of the group

Walk-Ins

IV. Placement Service - Employment (Full or part-time)

Selection of occupations, educational institutions, etc.

V. Follow-up Service - Various techniques are used

1. Interviews
2. Postcard survey
3. Questionnaires

Uses for the follow-up information

1. Improvement of the curriculum
2. Stimulating better teaching
3. Increase the value of the guidance service
4. Establish better school-community relationship

Listed below is the testing program provided by Pawnee Community Unit 11. The counselor is responsible for the administration of the tests for grades 3-12. For grades K-2 the tests are given by the teachers.

Grade	
K-1-2	Reading Readiness Tests (Administered by teachers of the classes)
3	IQ (California Short-Form Test of Mental Maturity)
4	Achievement (California Achievement Tests - Complete Battery)
5	IQ (California Short-Form Test of Mental Maturity)
6	Achievement (California Achievement Tests - Complete Battery)
7	Interest Test (Kuder - E)
8	High School Placement Test (SRA - Achievement and IQ)
9	IQ (California Short-Form Test of Mental Maturity)
10	Interest Test (Kuder - E)
	Achievement (NEDT - National Educational Development Tests)
11	Illinois Statewide Testing Program
	* PSAT/NMQT (Preliminary Scholastic Aptitude Test and National Merit Oualifying Test)
	* ACT (American College Testing)

12 * ACT (American College Testing)

* SAT (Scholastic Aptitude Test)

Armed Forces Aptitude Test

* Optional tests - Students pay a fee to take these tests

Divernon

Pupil Personnel Services

Divernon Community School District affords to its student body the combined services of:

Unit Counselor (four days per week).

Learning Disabilities Specialist (two and one-half days per week).

Remedial Reading Teacher (full time).

Speech Therapist (two and one-half days per week).

Social Worker (two days per month).

School Psychologist (referral basis only).

School Nurse (two days per month).

The purpose of the Pupil Personnel Services Program is to aid and assist the student in determining and actualizing his greatest individual potential through the utilization of a comprehensive pupil personnel service program.

Guidance Program

Elementary Level (K-5)

Educational

1. Tutoring Program.
2. S.R.A. Preventative Group Guidance Program.
3. Referral Program.
4. Testing Program.

Personal

1. Observation of classroom procedures and implementation of individualized programs for behavior change targets as determined by school counselor, teacher and psychologist.
2. Crisis intervention.
3. Teacher Consultation.

Intermediate Level (6-8)

Educational

1. Peer-counseling program.
2. Group values clarification activities.
3. Testing Program.

Vocational

1. Vocational exploration groups.
2. Career films.
3. Resource community personnel.

Personal

1. Crisis counseling and intervention on an individual or teacher referral basis, (teacher-child conflict, home related problems, etc.) Short term.
2. Individual counseling related to personal problem areas (peer-relationships, goal disorientation, etc.) Long term.

High School Level (9-12)

Educational

1. Helpers Program (T.L.C., Peer Counseling).
2. Course selection (class rank information, graduation requirements and deficiencies).

3. College/work-world bound.
4. Mini-rap sessions.
5. Mini-courses.
6. Testing and individual test interpretation.

Vocational

1. Vocational exploration groups (9-12)
2. Information materials (Occupational Education Kit, Career film strips, study guides, charts, brochures, booklets, etc.)
3. Area Vocational School programming and selection.
4. Vocational testing.

Personal

1. Crisis counseling and intervention.
2. Individual counseling.
3. Information activities (scholarships, (local, regional, national), college-bound information, job market placement), night school and summer school schedules, post-graduate survey.

High School Testing Program

Group Guidance Schedule

Elementary Appendix

Educational

1. Coordination of Tender Loving Care Program which provides high school tutors for elementary students (K-8) requiring individual and small group reinforcement activity. 30% of the high school students are currently enrolled in the project.
2. "SRA Focus on Self-Awareness" which is a preventative guidance program based on recent research in psychological education. It is presented by the school counselor once per week to each grade involved (K-3) utilizing group guidance techniques.
3. Coordination of referral program which identifies students requiring special services available from P.P.S. division. (Individual counseling, learning and speech problems, psychological evaluation and social work intervention.)
4. Coordination of testing program which includes the ordering, distribution, collection of testing materials, as well as, interpretation of testing data to teachers.

Elementary Testing Program

Kindergarten - Bohem Test of Basic Concept administered by classroom teacher.
Metropolitan Reading Readiness Test.

First thru Third - Otis-Lennon Mental Ability Test administered by Unit Counselor.

First thru Eighth - Metropolitan Achievement Test administered by classroom teacher.

Seventh & Eighth - Kuder Interest Survey administered by Counselor.

Intermediate Appendix

Educational

1. Coordination of Peer Counseling Program which provides a high school upper classman to act as a rap leader for small groups of middle school students. The five rap groups meet on a weekly basis. The rap leaders undergo an intensified training program with the school counselor.
2. Values clarification activities provide small groups with the tools to determine individual value orientations. Groups are facilitated on a weekly basis by the school counselor, utilizing a structured value approach integrating the Simon, Howe and Kirschenbaum "Values Clarification Handbook" with the Pflaum/Standard "Search for Values" kit.

Vocational

Vocational Exploration Groups provide the student with the understanding of the man-job relationship and the ability to apply this understanding to himself and his own individual situation, interest and abilities. Informative materials (Occupational Education Kit, briefs, job handbooks and related materials) are incorporated with interest testing, career films, and group vocational exploration activities.

High School Appendix

1. Mini-Rap Sessions utilize community resource people to provide (pertinent) information in an informal setting. Topics covered: Drug Abuse (Gateway House), Birth Control (Family Planning Association), Financial Aid for the College Bound and Seniors of '73 Get Together with Seniors of '74 concerning college experiences and adjustment problems.
2. Mini-Courses provide an effort by the teachers to enrich the school curriculum. Mini-courses are being presented on an experimental basis and will be evaluated by the students and teachers at the termination

of the experiment period. (List of mini-course offerings attached). The students have responded overwhelmingly to the experiment and 74% of the student body will be involved in the first course offerings.

1973-1974 High School Group Testing Program

Test	Grade or Class	Date
National Educational Development Test; to correlate learning ability with intellectual skills in five sub-test areas; English, Mathematics, Nat. Sciences, Social Studies and word usage.	Sophomore Class	Oct. 16 periods 1,2,3,4,
Illinois Statewide High School Testing Program; attempts to measure academic aptitude and the level of current functioning in four sub-test areas; Science, Social Studies, English and Mathematics.	Junior Class	Oct. 9, 11 periods 1,2,3
Optional Testing, Individual Request FSAT/NMSQT; attempts to measure verbal and mathematical ability in order to predict future college success and to determine candidates for NMSC-scholarship program.	Junior Class	Oct. 23 ttt; 2 hours cost: $2.50
ACT; attempts to predict college success and to measure skill and growth in four sub-test areas; English, Mathematics, Natural Science and Reading.	Juniors and Seniors	April 27 costs: $6.50
Career Planning Program; attempts to provide students with information useful in vocational planning, correlating vocational interest and student information profile with ability measures.	open	Feb costs: $5.00
Kuder E Occupational Interest Survey; an interest inventory which attempts to correlate student interest patterns with various occupations and fields of study.	Freshman Class	Oct. 22 periods 1,2
Armed Forces Vocational Aptitude Battery; attempts to correlate aptitudes, abilities and interest in predicting vocational success.	Open to interested Seniors	Nov. 15 TTT: 2½ hours no charge
Elementary School Testing Program		
Otis-Lennon Mental Ability Test; attempts to measure scholastic aptitude and reasoning abilities.	Grade 1	Sept. ?2 ttt: 1½ hours
Metropolitan Acheivement Tests; attempts to measure current level of academic functioning in five to nine sub-test areas.	Grades K-8	April

* Group Guidance Activity Schedule 1974

Mon.	9:20	S.P.A. Preventative Guidance Program --- Second Grade
	11:15	a. Rap Group --- Tom Brown, rap leader --- Seventh Grade
		b. Values Clarification --- Mrs. Corine --- Seventh Grade
	3:20	Mini Course --- High School
Tues.	9:20	S.R.A. Preventative Guidance Program --- Kindergarten
	2:00	S.R.A. Preventative Guidance Program --- First Grade
	3:20	Mini Course --- High School
Thurs.	9:20	S.R.A. Preventative Guidance Program --- Third Grade
	12:30	a. Rap Group --- Judy Fugate, rap leader --- Eighth Grade
		b. Vocational Exploration Group --- Mrs. Corine
		c. Communication Training --- Mrs. Corine
	3:20	Rap Leaders Organizational Meeting
Fri.	9:20	a. Rap Group --- Luanna Shirley, rap leader --- Fifth Grade
		b. Rap Group --- Dave Roderick, rap leader --- Fifth Grade
	1:30	a. Rap Group --- Connie Evans, rap leader --- Sixth Grade
		b. Values Clarification --- Mrs. Corine
	3:20	Vocational Exploration Group --- Mrs. Corine and Mr. Thompson --- Seventh Grade

* Begins week of January 29th

Health Services

School Health Programs can usually be divided into three categories: health services, health education and a healthy school environment. These areas should not be separated but must be interrelated through planning to produce an effective and beneficial program. The school nurse sees herself charged with the health services areas primarily, but she cannot separate herself from the other divisions.

Beginning with the 1970-1971 school year, a full-time Registered Nurse, with Public Health preparation, was employed by Pawnee. Prior to this, school health services were purchased from the Visiting Nurses Association of Sangamon County on a contract basis. They consisted of from 4 to 12 days of school health services per year, primarily to assist with the immunization program. She also did vision and hearing screening as time permitted, but had not the opportunity to follow-up.

The duties and responsibilities of the school nurse are many and varied. She is charged with keeping health records for each student enrolled, and for obtaining current and up-to-date information regarding medical supervision, dental examinations, immunization status, and any known health defects. These defects may be vision, hearing loss, speech, or heart defects.

In Pawnee, the nurse decides what students shall go home if they become ill at school. This includes a nursing evaluation of signs and symptoms, notification of a parent or responsible adult, and providing transportation if family is unable to do so.

She is responsible for planning and implementing a vision and hearing program. These are offered to all students in the unit, with emphasis on selected groups. She does the follow-up for those with suspected defects

by notifying parents and their classroom teachers of findings, and referring to the doctor or other agencies for help needed. She also does follow-up on defects found in medical and dental exams and cooperates with family and doctor. She will discuss these with the classroom teacher if special consideration should be given and interpret medical reports from medical advisor.

She acts as a resource to teachers in the classroom, especially in the field of health education. She tries to make each contact she has with a child or a classroom a learning situation. She participates in programs such as the self-applied dental fluoride, anti-smoking education, and heart programs.

The nurse visits in homes usually to obtain health histories for students who have been referred for psychological testing, or if there is a problem with chronic illness or absenteeism.

In the field of communicable disease control she plans an annual immunization program, reviews health records to determine individual needs, and makes recommendations to parents regarding same. There is also an annual tuberculosis skin testing program offered to selected groups of students, all school personnel except those who are known positive reactors. Through her evaluations and exclusions from school of students with suspected communicable conditions, she is helpful in controlling illnesses in the community.

The administration of first aid and treatment of emergencies as they occur in the classrooms or on the playground is also a part of the nurse's responsibility. The administration of medication to students, requested by parents and family doctors, helps those children to function better in the classroom.

At this time, the nurse is also charged with processing of all student insurance claims.

Divernon has a school nurse two days a month.

Conclusions and Recommendations

In conclusion, the committee thought that consolidating the two school districts would have the following effect on pupil services:

1. Could increase somewhat the cost of transportation by busing pupils from the Divernon District to Pawnee High School, although Pawnee's average cost per mile was 52¢ compared to 65¢ for Divernon.
2. Increase the number of lunches served slightly without any additional cost as they are self-supporting now.
3. By retaining the present two counselors the consolidated district would have a male counselor for the boys and a female counselor for the girls.
4. The Divernon High School students would have the services of a full-time nurse.

After considering the advantages to students in terms of pupil services, the committee could not find sufficient evidence to recommend consolidation.

CHAPTER V

FINANCIAL STATUS

Although the Illinois Constitution designates education as a responsibility of the state, much of the responsibility for public education has been delegated to the local school district. Through the local property tax, the typical district receives approximately 75 per cent of its financial support. The balance of the revenue for education is obtained from federal, state and other local sources. However, in recent years both the state and federal governments have assumed a greater responsibility for the financial support of public education. The local school district has been authorized by the General Assembly to levy taxes on the taxable property within the school district. The financial capability of a local school district is measured by its assessed valuation and the number of pupils in average daily attendance to be educated.

The two school districts in this study have levied taxes or provided funds for the following purposes or activities:

1. Education Fund
   - To finance the educational program
   - To pay teachers' salaries
2. Building Fund
   - To maintain, improve or repair school buildings and properties
   - To purchase liability insurance
3. Bond and Interest Fund
   - To finance the cost of renovations to meet the Life-Safety Code
   - To retire bonds; to pay interest on bonds
4. Transportation Fund
   - To provide transportation for pupils

5. Municipal Retirement Fund

   To finance the district's share of social security contributions and retirement benefits for non-certificated employees

6. Site and Construction Fund

   To provide and develop sites

   To construct new buildings and additions

7. Working Cash Fund

   To provide cash available for loan to other funds so that the use of tax anticipation warrants may be reduced or eliminated.

Financial comparisons between the Pawnee and Divernon School Districts and the effect of consolidation into one district are made in the following nine tables.

Comparison of Assessed Valuations

Pawnee is one of the richest unit school districts in the State of Illinois while Divernon rates somewhat below the State average. The State average for 1971 was $24,483. Each of the two districts has maintained its unit ranking for the last four years. Consolidation of the two districts would result in an assessed valuation per pupil of $60,499, which would have provided a ranking of 7th in 1971.

A comparison of assessed valuation of the two school districts from 1968 to 1972 is shown in Table 15. During this five-year period, Pawnee's assessed valuation has changed little. In 1972-1973 it was $49,653,534. Likewise, its assessed valuation per pupil has remained quite stable. In 1972-1973 it was $78,801. Divernon exhibited a similar, though considerably lower pattern. In 1972-1973 the total assessed valuation was $7,233,001 and the assessed valuation per pupil was $21,793.

TABLE 15

COMPARISON OF ASSESSED VALUATIONS

Year	PAWNEE			DIVERNON		
	Assessed Valuation	Assessed Valuation Per Pupil	Ranking Per Unit Districts	Assessed Valuation	Assessed Valuation Per Pupil	Ranking Per Unit Districts
1972 AV, 1972-1973 ADA	$ 49,653,534	$ 78,801	N/A	$ 7,233,001	$ 21,793	N/A
1971 AV, 1971-1972 ADA	52,585,513	81,491	3rd. of 522	7,625,197	21,790	264 of 522
1970 AV, 1970-1971 ADA	49,515,780	78,855	2nd. of 419	7,230,611	18,926	271 of 419
1969 AV, 1969-1970 ADA	49,868,228	80,476	2nd. of 404	7,238,660	19,324	280 of 404
1968 AV, 1968-1969 ADA	48,227,560	81,464	2nd. of 392	6,814,594	18,310	277 of 392

Comparison of Tax Rates

As expected, this schedule is a reverse of Table 15. Whereas Pawnee ranks as having the lowest tax rates in the State of Illinois, Divernon's ranking is somewhat similar to the assessed valuation ranking. Over the last five years, Pawnee's total tax rate has risen 243% and the Educational Fund tax rate 220%, paralleling the increase in the cost of living. During the same period, Divernon's total tax rate and Educational Fund tax rate has been constant. A consolidation of the districts would provide maximum tax rates without referendum for the three major funds as follows:

Educational Fund	1.60
Operations, Building, and Maintenance Fund	.375
Transportation Fund	.12

At 100% collection, using the 1971 assessed valuation, the new tax rates would provide the new unit with taxes as follows:

	New Unit Tax Rate	District Total Taxes	Combined Old Unit Rates	Total Taxes	Increase Rates	(Decrease) Taxes
Educational	1.60	963,371	2.8361	772,012	(1.2361)	191,359
Operations, Maintenance & Building	0.375	225,790	0.4987	93,642	(.1237)	132,148
Transportation	0.12	72,252	0.1581	29,185	(.0381)	43,067

The above schedule indicates that the new unit would receive substantially higher taxes (41%) for those funds designated, but is somewhat misleading since Pawnee would generate the same increase in taxes without consolidation.

TABLE 16

COMPARISON OF TAX RATES

Year	Pawnee				Divernon			
	Total Tax Rate	Ranking Per Unit Districts	Education Fund Tax Rate	Ranking Per Unit Districts	Total Tax Rate	Ranking Per Unit Districts	Education Fund Tax Rate	Ranking Per Unit Districts
1973	1.9814	N/A	1.4239	N/A	2.4848	N/A	1.600	N/A
1972	1.6940	419 of 422	1.2361	409 of 522	2.4851	247 of 422	1.600	243 of 522
1971	1.7911	415 of 419	1.3148	408 of 419	2.4989	293 of 419	1.600	321 of 419
1970	1.3515	403 of 404	.8001	403 of 404	2.5010	224 of 404	1.600	166 of 404
1969	.8150	392 of 392	.6450	392 of 392	2.4913	186 of 392	1.600	149 of 392

Comparison of Bonded Indebtedness

A comparison of the bonded indebtedness of the two school districts as of June 30, 1974, is shown in Table 17. It can be observed that the consolidation of the two districts does not provide any additional bonding power since the percentage of bonding power is 12% of the assessed valuation for all unit districts as noted. The percentage of bonding power available for the new unit would be 77.4% (100% -22.6%).

TABLE 17

COMPARISON OF BONDED INDEBTEDNESS

June 30, 1974

Bonds	Pawnee	Divernon	Proposed Unit
1972 Assessed Valuation	$ 49,653,534	$ 7,233,001	$ 56,886,535
Percentage of Bonding Power	12%	12%	12%
Total Bonding Power	$ 5,958,424	$ 867,960	$ 6,826,384
Bonds Outstanding @ 6-30-74	$ 1,301,000	$ 240,000	$ 1,541,000
Bonding Power Available	$ 4,657,424	$ 627,960	$ 5,285,384
Percent Bonded	21.8%	27.7%	22.6%

Comparison of Revenues and Expenditures

In Table 18 it can be seen that Pawnee receives approximately 85% of its revenue from local taxes primarily due to the high tax base. This compares to Divernon's local tax effort of approximately 45%. The opposite comparison exists with the State and Federal support totaling approximately 11% for Pawnee compared to Divernon's 47%. The percentage for administration expenditures for Divernon are approximately 50% more than Pawnee's primarily due to Pawnee's larger budget. The institution expenditures are almost identical. The balance of the expenditures are quite similar in comparison with the exception of bonds and interest on same.

Comparison of Operating Expense Per Pupil and Per Capita Tuition Charge

The five year comparison in Table 19 indicates that Pawnee's operating expense per pupil is substantially higher than the State average for unit districts, whereas Divernon's operating expense per pupil approaches the State average. Approximately the same relationship exists for the per capita tuition charge. During 1972-73, Pawnee expended $308.23 more per pupil than Divernon or 27% more. Consolidation of the districts would equate an expenditure level for all the pupils in the two districts, but whether this would improve the educational program is a moot point.

TABLE 18

COMPARISON OF REVENUES AND EXPENDITURES
1971-1972 and 1972-1973

Revenues and Expenditures	1972-1973				1971-1972			
	Pawnee		Divernon		Pawnee		Divernon	
	Amount	Percent	Amount	Percent	Amount	Percent	Amount	Percent
Revenue								
Local Taxes	$ 1,094,933	85.2%	$ 190,999	46.6%	$ 846,771	84.3%	$ 176,104	44.9%
Other Local Sources	50,144	3.9	25,372	6.2	48,517	4.8	31,154	8.0
State Sources	112,401	8.7	174,873	42.7	82,945	8.3	165,787	42.3
Federal Sources	27,727	2.2	18,762	4.5	26,185	2.6	18,786	4.8
Total Revenue	$ 1,285,205	100.0%	$ 410,006	100.0%	$1,004,418	100.0%	$ 391,841	100.0%
Expenditures								
Administration	$ 33,765	3.3%	$ 31,800	7.6%	$ 30,171	2.9%	$ 28,118	6.7%
Instruction	563,008	54.9	232,956	55.4	523,703	50.7	229,897	54.7
Student & Community Services	71,307	7.0	39,833	9.5	67,711	6.6	37,028	8.8
Operating, Maintenance & Fixed Charges	259,870	25.3	81,061	19.3	232,643	22.5	77,080	18.4
Bonds	75,000	7.3	10,000	2.4	74,000	7.2	10,000	2.4
Capital Outlay	15,717	1.5	24,031	5.7	97,061	9.4	36,949	8.8
Other	6,808	.7	885	.1	6,858	.7	976	.2
Total Expenditures	$ 1,025,475	100.0%	$ 420,566	100.0%	$1,032,147	100.0%	$ 420,048	100.00%

TABLE 19

COMPARISON OF OPERATING EXPENSE PER PUPIL
AND PER CAPITA TUITION CHARGE

	Operating Expense Per Pupil	Increase Over Previous Year	Percentage Increase	Per Capita Tuition Charge	Increase Over Previous Year	Percentage Increase
Pawnee:						
1972-1973	$ 1,431.88	$ 144.47	11.2%	$ 1,385.07	$ 138.61	11.1%
1971-1972	1,287.41	21.82	1.7	1,246.46	(8.66)	(0.1)
1970-1971	1,265.59	370.32	4.14	1,255.12	411.54	48.8
1969-1970	895.27	56.75	6.8	843.58	43.50	5.4
1968-1969	838.52	113.34	15.6	800.08	122.93	18.2
1967-1968	725.18	102.89	16.5	677.15	41.15	6.5
Divernon:						
1972-1973	1,123.65	88.74	8.6	1,032.74	80.70	8.5
1971-1972	1,034.91	114.46	12.4	952.04	133.97	16.4
1970-1971	920.45	107.21	13.2	818.07	24.57	3.1
1969-1970	813.24	76.56	10.4	793.50	112.50	16.5
1968-1969	736.65	82.78	12.6	681.00	77.45	12.8
1967-1968	653.87	111.36	20.5	603.55	124.03	25.9
Unit District State Average:						
1972-1973	N/A	N/A	N/A	N/A	N/A	N/A
1971-1972	1,139.79	72.68	6.8	1,013.96	72.40	7.7
1970-1971	1,067.11	130.03	13.9	941.55	85.22	10.0
1969-1970	937.08	147.60	18.7	856.33	131.05	18.1
1968-1969	789.48	56.13	7.6	725.28	55.24	8.2
1967-1969	733.35	N/A	N/A	670.04	N/A	N/A

Comparison of Teachers' Salaries

Divernon pays its teachers approximately $300 more on the average than Pawnee, as can be seen in Table 20. The 1973-74 starting salary for a beginning teacher with a bachelor's degree is $7800 in Pawnee, and $7850 in Divernon. Pawnee's schedule extends for 13 years whereas Divernon's extends 14 years for Master's degrees. Each district provides additional $150 annual increments for 15 years, 20 years, and 25 years experience. Pawnee's schedule provides for $275 annual increment for Bachelor's degrees and $325 for Master's degrees whereas Divernon's schedule provides $275 for Bachelor's degrees, $300 for Bachelor's plus 16 hours, $325 for Bachelor's plus 24 hours, and $350 for Master's for each year of experience. Pawnee's schedule provides for eight horizontal ranges for every eight hours of college credit providing an additional $225 annual increment per range. This compares to Pawnee's four horizontal ranges with varying annual increments per range.

Should the two districts decide to consolidate, substantial changes would have to be made in the salary schedule, which would probably cost additional dollars.

Pawnee and Divernon 1973-1974 Salary Schedules are included in the Appendix.

TABLE 20

COMPARISON OF TEACHERS' SALARIES
1972-1973

Cost Considerations	Pawnee	Divernon
Total Cost of Elementary Salaries	$ 234,989	$ 105,353
Full-Time Equivalent Elementary Teachers*	31.8	12.6
Average Elementary Salary	7,390	8,361
Total Cost of High School Salaries	210,255	77,327
Full-Time Equivalent High School Teachers*	18.7	7.3
Average High School Salary	11,243	10,593
Total Cost of Teachers' Salaries	445,244	182,680
Full-Time Equivalent Teachers*	50.5	19.9
Average Teachers' Salary	8,816	9,179

*Source Document: 1972-1973 Fall Housing Report

Comparison of Transportation Costs

The comparison in Table 21 indicates that both districts have transportation costs in excess of the State average.

Divernon's cost per pupil has been consistently higher than Pawnee's over the five year period, as has the cost per mile except for 1971-1972. Pawnee's cost per eligible pupil has been higher than Divernon's during these five years.

Consolidation of the districts could result in consolidation of bus routes, therefore eliminating some buses and expenditures.

TABLE 21

COMPARISON OF TRANSPORTATION COSTS

Year	Pawnee	Divernon	State Average
1969-1970			
Cost per mile	.51	.57	.49
Cost per eligible pupil	102.27	91.87	65.88
Cost per pupil	83.11	91.87	61.35
1970-1971			
Cost per mile	.52	.62	.55
Cost per eligible pupil	108.69	96.94	71.97
Cost per pupil	85.67	96.94	66.92
1971-1972			
Cost per mile	.67	.62	.58
Cost per eligible pupil	133.42	113.47	74.75
Cost per pupil	107.61	113.47	69.71
1972-1973			
Cost per mile	.57	.66	.50
Cost per eligible pupil	125.24	113.27	76.43
Cost per pupil	97.28	113.27	71.55

Comparison of Transportation Aid Reimbursement: 1972-1973

Consolidation of the districts would reduce the amount of transportation aid from $7,367.05 ($2,227.52 + $5,139.53) to $3,678.56 or approximately 50%. This reduction is due to Pawnee's assessed valuation which qualifies this district for the Flat Grant portion of the formula. Divernon was an equalization district but the combination results in the new unit being reimbursed under the Flat Grant portion of the formula.

TABLE 22

COMPARISON OF TRANSPORTATION AID REIMBURSEMENT
1972-1973

Cost	Pawnee	Divernon	Unit
Regular			
Total Cost to Transport Eligible Pupils	$ 17,436.14	$ 10,272.56	$ 27,708.70
Less Qualifying Amount	36,296.41	5,133.03	41,429.44
Total Equalization	-(18,860.27)	5,139.53	-(13,720.74)
Flat Grant	2,227.52		3,678.56
Vocational			
Total Cost	$ 2,582.52	$ 2,284.24	$ 4,866.76
80% Reimbursement	2,066.01	1,827.39	3,893.40
Special			
Total Cost	$ 2,944.00	$ 972.00	$ 3,916.00
80% Reimbursement	2,355.20	777.60	3,132.80

Comparison of General State Aid 1973-1974

Because of Pawnee's high assessed valuation per pupil, the district currently is receiving General State Aid under the Strayer-Haig Formula whereas Divernon is receiving General State Aid under the Resource Equalizer Formula. Combining the two districts results in an assessed valuation per pupil in excess of the $42,000 guaranteed by the State for unit districts. Therefore the new unit would receive aid under the Strayer-Haig Formula. This would result in a net decrease in aid by $96,145 or 46% according to Table 23.

TABLE 23

COMPARISON OF GENERAL STATE AID
1973-1974

State Aid	Pawnee*	Divernon**	Unit*
General State Aid	$ 55,377	$ 154,694	$ 113,926
Previous Year's Adjustment	(427)	(1,314)	(1,741)
Net General State Aid	$ 54,950	$ 153,380	$ 112,185

* Strayer-Haig Formula
** Resource Equalizer Formula

Conclusions

After reviewing the information contained in the nine tables, one theme prevails throughout, that is, consolidating a wealthy unit district with a unit district of average wealth is not financially feasible.

The two districts being considered receive their funds from two major sources, local taxes and General State Aid. Consolidation does very little to increase the funding level for the districts. Table 18 indicates that tax revenue could increase $366,574 for the three major funds. This increase would obviously increase the expenditure level for the Divernon pupils but would be financed by the taxpayers in the Pawnee district. As noted in this same Table, the $366,574 could be increased revenue for the Pawnee Schoool District currently. The other major source of revenue is General State Aid which would be reduced 46% or $96,145 for the new unit school district. The transportatation aid would also be reduced approximately 50%. All State categorical aids based upon district wealth would be reduced, and all other categorical would remain fairly constant.

Consolidation would result in an assessed valuation of approximately $60,000 per pupil which is approximately the seventh highest in the State. No major effect would result in the bonding power. As previously noted, the expenditure level would be more equalized within the two districts but the level of expenditures does not necessarily parallel the quality of education. The teachers' salary schedule would have to be revised but would only provide additional costs to the new district. Conceivably, the transportation expense could be reduced, but this savings may be offset in the loss of transportation aid.

Some positive items to be considered in consolidation of any school districts not directly referred to in this study include:

1. More and Better Education Per Dollar Expended:

   Classes with low enrollment are costly, frequently uninteresting, and often inefficient. A larger number of students in each grade level permits a broader program and grouping in order to recognize various levels of abilities, interests, and needs. The educational potential of many small districts can be greatly improved by becoming a part of consolidated area. A larger unit district enables a school district to operate at a lower per capita cost for improved services. More education per dollar expended is made available when larger unit districts are created.

2. More Savings in Purchasing Possible:

   Central purchasing makes quantity buying possible at better prices for the buyer. The discounts are greater and the cost of freight transportation is less proportionally. Central distribution of equipment and supplies makes waste or extravagance more easily spotted. The consolidation of the insurance coverage of the two districts could make for economy since larger monetary amounts should make lower rates possible.

3. Greater Economy in Legal and Business Procedures:

   In contrast to the dual system, the community unit effects economies in many ways by having one legal and business operation instead of several, depending upon the number of districts. For example:

   a. Publish one legal notice as required by law for different purposes instead of publishing two or more.

   b. Conduct one election for one set of board members instead of conducting several different elections.

c. Publish one treasurer's fiscal statement instead of several.

d. Permit one uniform accounting procedure for K-12.

e. Permit one official CPA study of the various accounts to verify the validity and accuracy of them.

f. Permit one master plan insurance program, including appraisal; will effect economies and define the protection to personnel, students, buildings, and equipment.

4. Reduced Administrative Costs:

Consolidation of the two school districts could result in some reduction of administrative costs, depending on the type of organization of the new district.

5. Reduction in the Size of the High School Faculty:

The new district probably would need fewer high school teachers than are now employed in both districts. This reduction would represent some economy.

CHAPTER VI

POPULATION TRENDS AND SCHOOL ENROLLMENT

When school districts are considering the feasibility and desirability of consolidating, it is important to know something about population and enrollment trends past, present, and future. In this chapter Pawnee and Divernon population trends, school enrollments from 1968 to 1973, projected future enrollments, high school dropouts, and post-high school plans of graduates will be studied.

In an attempt to find information about the communities of Pawnee and Divernon, the Sangamon County Zoning Board, Central Illinois Power Service, Rural Electric Cooperative, General Telephone Company and the Central Illinois Health Planning Council were contacted. These companies had some information about population trends in these two communities but they did not have it in a very usable form for this study. Some of the companies also were unable to provide information in the specific areas requested.

Although this report is based on facts as to what the population has been in the past, it must of necessity depend on an educated guess as to what these figures will be in the future. Population trends depend on many things. Among them are the present state of the economy, the rate of new homes being built, the coming of new business and industry, and the size of families.

Pawnee Population Trends

Pawnee has been growing at a rather steady rate for the last five years. It increased 369 from 1968 to 1972. At the present time, according to Dean Myers, Pawnee Superintendent of Schools, there are three new subdivisions being built in Pawnee: one in the north end of town, one in the east end of town, and one in the south. He said that the State of Illinois and Commonwealth Edison are the major employers of the people in Pawnee.

The following population information obtained from the CIPS and REA establishes Pawnee's growth rate:

Year:	1968	1969	1970	1971	1972
Population:	2385	2502	2553	2622	2754

Note: These figures are CIPS meter counts using a family of three as an average.

As can be seen from these figures, the meter usage has increased at a steady rate for the last five years. Usage rate was up 14% in 1972 in Pawnee. REA had no raise from 1968 to 1971, but their usage rate climbed 9% in 1972 and 1973. Putting these two power usage raises together, the raise would be 23% for approximately a one-year period. Evidence of the growth rate in Pawnee is impressive; it shows that the town is growing.

The Central Illinois Health Planning Council reports that Sangamon County, as a whole, is growing at the rate of 1% per year. This information is not too applicable to either Divernon or Pawnee, but it does give one more source of information about population trends in this county.

The Sangamon County Zoning Board provided the following census figures for Pawnee. In 1960 the population was 1139; in 1970 it was 1936, an increase of 797 in ten years.

Divernon Population Trends

The following table was provided by the power company in Virden, Illinois. Divernon's population increased by eight-one people in five years. This is the power meter count for Divernon from 1968 to 1972. These are the only available figures that were helpful. The company uses, as an average, three persons per meter.

Year:	1968	1969	1970	1971	1972
Population:	1188	1197	1212	1236	1269

Note: No figures are available for 1973 and will not be compiled until 1974.

The largest raise in users CIPS has had was four per cent and most of the increase is due to the new subdivision that is being built north of the town. Another subdivision of fifty acres is under construction in the northeast corner of the school district with seven homes in various stages of completion.

The Rural Electric Company reported that it had not encountered an increase in users until 1973 when they had a growth of five per cent in power usage in the Divernon area.

Pawnee has steadily grown in population in the past five and ten years, respectively, while Divernon's population has increased at a slower rate. As far as population trends go, it appears that Pawnee will continue to grow, while Divernon's future is more difficult to predict. A new Shell service station and a new Standard service station with an attached restaurant located adjacent to Interstate #55 was placed into service during 1973. The state has constructed a new ramp and exit to Divernon from Interstate #55. What effect these improvements will have on population remains to be seen. Since many Divernon wage earners are employed by the State of Illinois, the school district qualifies for an "impaction" state aid claim.

Pawnee School District Enrollment

From Table 25 it can be seen that Pawnee School District No. 11 has grown from 662 pupils in 1968-69 to 715 in 1972-73, a growth of 53 in five years. But there has not been a definite pattern in this increase. Although the increase was 28 pupils from 1968-69 to 1969-70, the enrollment decreased by 11 from 1969-70 to 1970-71. The next year, 1970-71 to 1971-72, the increase was 22 followed by 14 from 1971-72 to 1972-73. This year 752 pupils are enrolled, an increase of thirty-seven. If the same average growth, (10 pupils per year) were to continue, for the next five years the total would be around 765.

Because the major focus of this study is on the high school, the enrollment at this level is shown in Table 24. Although the high school enrollment increased by seventy pupils in five years, the growth was quite irregular. For example, there were 198 pupils in 1969-70 but only 189 the following year; there was an increase of twenty from 1971-72 to 1972-73.

TABLE 24

PAWNEE HIGH SCHOOL ENROLLMENT: 1968-1973

Year / Grade	1968 1969	1969 1970	1970 1971	1971 1972	1972 1973
Ninth	52	48	49	50	56
Tenth	51	53	45	51	58
Eleventh	45	48	47	38	43
Twelfth	40	46	45	49	34
S.E.	6	3	3	3	20
Totals	194	198	189	191	211

TABLE 25

PAWNEE SCHOOL DISTRICT ENROLLMENT: 1968 to 1973

Grade	'68-'69	'69-'70	'70-'71	'71-'72	'72-'73
K	66	56	44	58	55
1	52	65	63	45	61
2	65	49	60	65	39
3	45	69	49	68	67
4	36	49	73	45	72
5	54	44	48	77	45
6	50	57	40	49	82
7	50	46	52	43	47
8	43	45	48	54	45
*S.E.	7	12	13	9	34
9	52	48	49	50	56
10	51	53	45	51	58
11	45	48	47	38	43
12	40	46	45	49	34
*S.E.	6	3	3	3	20
Totals	662	690	679	701	715

*Special Education

Divernon School District Enrollment

Divernon School District enrollment decreased by 55 pupils from 1968 to 1973 as shown in Table 27. The highest enrollments were in 1968-69 and 1969-70 with 407 and 408 respectively. The following year it dropped 14 to 394. From 1970-71 to 1971-72 the decrease was 21 and from 1971-72 to 1972-73 also was 21 pupils. Should this average rate of decrease continue (5.5 per year) the enrollment would be approximately 300 in five years.

The high school enrollment has remained fairly constant over the past five years as can be seen in Table 26. In 1968-69 there were 120 in the high school; in 1972-73 there were 119 pupils. The highest enrollment, 121, was the 1969-70 school year; the lowest, 113, was in 1970-71.

TABLE 26

DIVERNON HIGH SCHOOL ENROLLMENT: 1968-1973

Year / Grade	1968 1969	1969 1970	1970 1971	1971 1972	1972 1973
Ninth	33	34	32	32	29
Tenth	25	31	34	29	33
Eleventh	34	24	25	33	28
Twelfth	28	32	22	20	29
Totals	120	121	113	114	119

TABLE 27

DIVERNON SCHOOL ENROLLMENT: 1968 to 1973

Grade	'68-'69	'69-'70	'70-'71	'71-'72	'72-'73
K	27	32	26	30	18
1	29	33	40	24	27
2	30	26	28	38	23
3 (3s & 3b)	34	27	28	32	45
4	35	31	23	22	31
5	34	36	32	20	23
6	32	35	32	30	14
7	32	34	33	30	31
8	34	33	33	32	31
9	33	34	32	32	29
10	25	31	34	29	33
11	34	24	25	33	28
12	28	32	22	20	29
Totals	407	408	394	373	352

High School Dropout Rates

This section is concerned about students sixteen years of age, or older, who quit school, not students who leave the school when their parents move to another school district in or out of Illinois.

Pawnee High School provided the dropout rate for the last five years. From 1968 to 1972 this high school averaged eight dropouts per year. This rate is slightly higher than that of Divernon's, but one must consider the fact that Pawnee also has a larger enrollment.

In 1970-71, four girls and two boys, for a total of six pupils, dropped out of Divernon High School. In 1971-72 one girl and two boys dropped out while in 1972-73 two girls and one boy dropped. This is an average of four per year for three years.

The dropout rates for both schools are very low. It does not appear to be an important factor to consider in consolidating the two school districts.

Post High School Plans of Graduates

Academic achievement of students in higher education is one indicator of both teacher and pupil achievement. It should be remembered that many students who go on to higher education do not complete a full two years in a junior college, or a full four years in a senior college. Some of the high school seniors who sign up for college never even enter that, or any other college.

Pawnee High School was able to provide statistics from 1967 to 1972. A questionnaire and answers to the questionnaire, including the percentage of students who attended college from 1967 to 1971 is included in the Appendix. Last year, 18 of the 31 students who graduated from Pawnee High School went on to some form of higher education. This means that 58 per cent of the graduates went on to school. The five-year average for the school is a little over 30 per cent according to the guidance counselor.

A three-year post graduate study of Divernon high school graduates reported that 5 out of 20 graduated in 1971 went to college; 8 out of 17 (47%) in 1972; and, 11 out of 29 (38%) in 1973 attended college.

Conclusions and Recommendations

Over the last decade Pawnee has experienced a greater increase in population than has Divernon. There is no available information which would suggest that these two trends would not continue.

Pawnee Community Unit District No. 11 has grown in the last five years from 662 to 715 pupils for an increase of 53 pupils. Divernon Community Unit District No. 13 during this same period experienced a decrease of 55 pupils, from 407 to 352.

At the high school level Pawnee experienced an increase of 17 pupils the last five years (194 to 211) while Divernon high school enrollment has been quite stable, around 120.

Dropouts in both high schools have been very small.

In the post high school plans, more than half of the Pawnee seniors expressed plans to attend college while less than half of Divernon seniors expected to attend college.

On the basis of recent population and school enrollment trends, it would appear both feasible and desirable for the two districts to consolidate. Under a consolidation, Divernon would keep its elementary school (K-8) attendance center and their high school students would attend the Pawnee High School.

CHAPTER VII

STAFF

In this study of the staffs of the two school districts, the main concern is the welfare of the students. Two questions to be asked and answered are: What are the benefits of consolidation into one school district? What are the benefits of remaining as two separate school districts? Available information is presented in this chapter.

Administrative

The Pawnee district has a superintendent of schools whose duties are shown in the Appendix. He is employed eleven and one-half months. The elementary and high school principals, whose duties also are identified in the Appendix, each are employed for ten months.

The Divernon district employs a superintendent whose duties are specified by the board of education and state law. He has an eleven month contract. The high school principal teaches three classes, is in charge of transportation, and works nine and one-half months. The elementary school principal, in addition to being the administrator of the grade school, is the curriculum director for grades K-12, and is the evaluator of the entire K-12 teaching staff. He works ten and one-half months.

Teachers

Pawnee has a teaching staff of 45, which includes one counselor. Twenty-five have a bachelor's degree or more, thirteen have a master's degree, and

seven are non-degree teachers on the staff. The 1973-74 salary schedule is shown in the Appendix.

The pupil per teacher ratio in the elementary school is 22-1, with the largest class in the 1972-73 school year being 29 and the smallest is 12 in a special education class. The high school classes range from about 7 to the low 30's in size with the average being about 20. The turnover rate for the last three years is approximately 10%.

All teachers at the high school are teaching in their major field. Many have three preparations per day, and teach six classes with one planning period scheduled for the 1973-74 school year. Other duties of the staff with the rate of remuneration are given in the Appendix.

The Divernon teaching staff consists of 22 full-time persons, which includes one counselor and two part-time in special education. Eighteen of these have a bachelor's degree or more, and four have master's degrees. The 1973-74 salary schedule is included in the Appendix. The pupil per teacher ratio is approximately 20-1; this varies according to subject and the number of students in study areas. Outside of the Physical Education classes, only one class has more than 29 pupils. The faculty turnover rate, based on the last three years, is 39%. However, only one teacher was replaced last year. Teachers in the high school teach six periods a day, including study halls, and have one planning period per day. Other duties of the teaching staff and the remuneration received are shown in the Appendix.

Custodial Staff

There are seven members of the Pawnee custodial staff. One person, who is in charge of buildings and grounds, receives $6,000 per year. Three janitors receive $5,700 per year; one works days and two work nights. Another night

janitor receives $5,300 per year, and a day janitor receives $5,400 per year. One janitor who works half time evenings receives $1,680. This building is kept clean and in good repair.

Divernon has four members on its custodial staff. One receives $600 per month, and three are employed at the hourly rate of $2.00. They do an adequate job.

Teacher Aids

Pawnee employs five aids. Three work on the playground one and one-half hours per day at the rate of $2 per hour. The library aid works four hours per day at the rate of $2 per hour. The reading aid works seven hours per day at the rate of $2.50 per hour.

Secretaries

Pawnee has an elementary school secretary who receives $5,400 per year, a high school secretary who receives $5,050 per year, and the superintendent's secretary-bookkeeper who receives $6,000 per year.

Divernon has two secretaries: one serves the superintendent and the high school; the other is the elementary school secretary. The first is paid $6,000 per year with two weeks vacation; the other receives $4,620 per year for ten month's work and two weeks vacation. One individual in the community is the district bookkeeper while another serves as treasurer, for which they are paid a total of $3,200.

Cafeteria Cooks

The Pawnee schools have five cooks; the head cook receives $3,100 per year and the four regular cooks receive $2,830 per year. Substitutes are hired at the rate of $12.00 per day.

The Divernon schools have three cooks. One receives $12.00 per day and the other two receive $11.50 per day.

Bus Drivers

Pawnee has a bus maintenance man who receives $4,000 per year. Four regular drivers get $2,000 per year, the kindergarten driver gets $1,250 per year, and the vocational driver receives $1,680 per year. The maintenance man drives a regular route plus the kindergarten route. Overtime is paid at $3 per hour and substitute drivers receive $3.50 per trip.

Divernon has two regular bus drivers, each receives $220 per month. Drivers who transport athletic teams receive $2 per hour. The kindergarten route driver receives $5 per day. A special education driver with a private car receives $6.25 per day. This driver takes three pupils to classes in Pawnee. Students who attend the Springfield Area Vocational School ride the Girard school bus.

Generalizations

In evaluating the staffs of the two school districts, it is difficult to make recommendations regarding consolidation. Each district appears to be adequately staffed for the enrollment and program offered. There are services provided in one district that are not in the other. It is also clear that having classes below fifteen in the high school is not an economical use of staff. Should the decision be made to consolidate, it is reasonable to assume that many of the professional staff of the two high schools could be absorbed in the new district.

CHAPTER VIII

CONCLUSIONS AND RECOMMENDATIONS

Citizens' committees, boards of education, administrators and teachers have given generously of their time in an effort to provide the consultant information about their schools. The evaluation committees comprised of citizens from the Pawnee and Divernon School districts provided most of the information included in the preceding seven chapters of this report. Most of the recommendations made by each committee are their own and reflect their values, hopes, and expectations for their children and their schools.

The university consultant has carefully examined this information and will summarize the conclusions reached and recommendations made in this chapter. It is the hope of this consultant that this study will prove helpful as the citizens in the area continue to study how they can improve the quality of education in their schools.

1. Because of the adequacy of the curriculum and facilities of the elementary schools in both school districts, the major focus of this study is on the two high schools.

2. The Pawnee High School offered 72 different courses compared to 41 in the Divernon High School.

3. Most of the curriculum growth in the Pawnee High School has been since 1969 when the assessed valuation of the school district was significantly increased due to the construction of Commonwealth Edison's power plant six miles east of Pawnee.

4. Pawnee High School is a member of the North Central Association of Colleges and Secondary Schools: Divernon High School is not.

5. Because of the available classrooms and comparatively low average class size in the Pawnee High School, it could accommodate the entire Divernon High School student body with the following adjustments: add one English teacher; add one science laboratory; add one section each of General Business and Bookkeeping; and, add two sections of physical education classes.

6. With the exception of athletics, the extra-curriculum programs and activities are typical for high schools of this size.

7. Pawnee's new Instructional Materials Center is exemplary and could easily accommodate an additional 350 pupils.

8. The audio-visual equipment in both school districts appears adequate based on the Illinois Association of School Librarians' standards.

9. Both school districts offer special education classes and are members of the Sangamon Area Special Education Cooperative.

10. Neither Pawnee nor Divernon has developed viable adult education or summer school programs.

11. In view of the high school curriculum offerings at Pawnee and Divernon, it seems that consolidation would be a step toward what is best for students.

12. The Pawnee Elementary School is in excellent condition and is able to provide for both present and future enrollments.

13. The Pawnee High School complex is very adequate for the present enrollment and probably could accommodate an additional hundred students. The Instructional Materials Center and the cafeteria are large enough to serve twice the present high school enrollment according to O.S.P.I. standards.

14. The Divernon Elementary School is excellent and is able to provide for present enrollment as well as future growth. However, there is a need for physical education, home economics, and industrial arts facilities.

15. Divernon High School is quite inadequate and should be abandoned. The cost to modernize or replace this building would be unrealistic. However, Pawnee High School could provide for the Divernon High School pupils within its existing building. Pawnee also would benefit from this consolidation: the additional enrollment would result in an increase in the number of sections in certain subjects and also tend to reduce the per pupil cost.

16. The Pupil Services Committee concluded that consolidation would have the following effect on pupil services:

16.1 Could increase somewhat transportation costs

16.2 Would increase the number of lunches served with no additional cost as they now are self-supporting

16.3 By retaining the present two counselors, the new district would have a male counselor for the boys and a female counselor for the girls.

After considering the advantages to students in terms of pupil services, the committee could not find sufficient evidence to recommend consolidation.

17. After reviewing the financial information contained in the nine tables, one theme prevails, that is, consolidating a wealthy unit district with one of average wealth is not financially feasible.

18. However, some positive items to be considered in the consolidation of any school districts not directly referred to in this study include:

. more and better education per dollar

. more savings in purchasing possible

. greater economy in legal and business procedures

. reduced administrative costs possible

19. Over the past decade Pawnee has experienced a greater growth than Divernon. It increased 369 from 1968 to 1972. In 1960 the population was 1139; in 1970 it was 1936, an increase of 797 in ten years. It appears that Pawnee will continue to grow.

20. Divernon's future population is more difficult to predict. It increased by 81 people from 1188 in 1968 to 1269 in 1972.

21. The Pawnee School District enrollment increased by 72 pupils from 1968-69 when it had 662 to 1973-74 when it reached 734.

22. In contrast the Divernon School District enrollment decreased by 71 pupils from 1968-69 when it had 407 pupils to 1973-74 when it dropped to 336.

23. Both high schools had very good holding power records; the drop-out rates were very low.

24. On the basis of recent community population and school enrollment trends, it would appear both feasible and desirable for the two school districts to consolidate. In the new school district, Divernon would keep its elementary school (K-8) attendance center and their high school students would attend the Pawnee High School.

25. In evaluating the professional and classified staffs of the two school districts, it is difficult to make recommendations regarding consolidation. Each district appears to be adequately staffed for the enrollment and programs offered. Should the decision be made to consolidate, it is reasonable to assume that many of the professional staff of the two high schools could be absorbed in the new district.

Consolidation

At the high school level, the advantages of consolidation seem obvious. Divernon students would have a wider selection of courses as well as improved facilities. With the additional students, Pawnee could operate more economically. Extra-curricular activities also would benefit from an enlarged student population.

The number of Illinois public school districts has decreased every year since 1945. The trend in this state is toward consolidation; small school districts frequently lack an adequate economic and population base needed to support an adequate educational program.[1]

1948	-	11,061	districts
1959	-	2,349	"
1960	-	1,750	"
1967	-	1,340	"
1973	-	1,053	"

The following two articles point out trends in Illinois public school district consolidation. Guidelines call for a minimum of 500 high school students, 1,000 elementary school pupils, or 1,500 students in a unit district. Minimum wealth (assessed valuation per pupil) based on statewide averages, was set at $23,646 for unit districts.

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[1] Education for the Future of Illinois: A Report of a Study by the Task Force on Education, Office of the Superintendent of Public Instruction, Springfield, Illinois. 1966. pp. 193-200.

Consolidation of small school districts asked

A statewide education committee has recommended to Governor Dan Walker that for purposes of administrative efficiency and educational quality, 600 Illinois school districts be reorganized through consolidation. There are now approximately 1085 school districts in the state.

The report of the Committee on School Organization is the last of four reports from the Governor's Commission on Schools, established by former Governor Richard B. Ogilvie in January, 1972. Previous reports include those of the task forces on school finance, school management and school governance.

The committee, headed by Dr. Kenneth Beasley, assistant to the president, Northern Illinois University, conducted a five month study of Illinois school districts and determined that districts falling below certain minimal levels of pupil attendance and assessed valuation per pupil be reorganized.

Selected minimum enrollment levels recommended in the report are: elementary districts, 1000 pupils; secondary districts, 500 pupils, and unit districts, 1500 pupils. Minimum wealth (assessed valuation per pupil), based on statewide averages, was set at $23,646 for unit districts, $32,691 for elementary districts and $74,816 for secondary districts.

Districts failing to meet both the minimum size and wealth levels would be reorganized by June 30, 1975, according to the report. This would presently affect 339 existing school districts. Those which fail to meet the size criteria only would be reorganized by June 30, 1977 — affecting 344 districts.

The report also calls for any future school districts to meet the same minimum enrollment levels.

Beasley noted the recommendations would not necessarily eliminate 600 school districts from the statewide total because many smaller existing districts might reorganize into larger administrative units. He said, however, he did expect a 30-40 per cent reduction in the number of Illinois school districts.

The reorganization of Illinois school districts would be a joint effort between state and local educational agencies under this proposal with the primary responsibility placed on the local educational service region superintendents (county superintendents). Beasley said. He continued:

"Local reorganization committees would be formed and work in cooperation with a proposed state reorganization committee. The local committee would have 12 months to study the situation and then develop a plan for submission to the state committee. The emphasis is on full local participation in the planning process with local residents ultimately voting on acceptance of a final plan."

Bealsey said the purpose of school district reorganization was to enable each Illinois school district to provide a range of high quality programs adequate to meet the educational needs of every person.

"The three basic goals of this proposal," he said, "are to insure each child an equal opportunity to a quality education, provide a more equal expenditure of educational resources among districts and achieve the most efficient use of educational resources at the local level."

The proposal calls for the state to approve all local reorganization plans and provide financial incentives. In addition, it calls for future school aid formulas to "be based upon a realistic evaluation of local needs and local ability to generate revenue to meet these needs."

Illinois has more school districts than 47 other states though the number has been greatly reduced since school district consolidation began in 1945. At that time the state had over 11,000 districts.

Members of the committee include: Dr. Kenneth Beasley, Chairman, Robert Beckwith, Ray Brume, Dr. Maurice Clark, Honorable Harris W. Fawell, Dr. William Hazard, Robert Healey, Peter Lardner, James R. Medlock, Jack Oberhart, Allen D. Schwartz, Arlo L. Schilling, Robert Sechler, Fay Stone, Honorable C. H. Thoman and Lynn Wiley.

Chatham Clarion, May 18, 1973

Pressure Building For School Consolidations

Legislation pending in the Illinois General Assembly would ask local communities to take a look at their school districts and decide if a need exists to consolidate schools, according to State Representative Gene L. Hoffman, chairman of the School Problems Commission.

In a speech to county Farm Bureau legislative chairmen at the annual meeting of the Illinois Agricultural Association in Chicago December 17, Hoffman stated, "Pressure is building for consolidating school districts to provide broader educational opportunities for students. In the field of education too many arguments are between adults about money, when the concern should be about boys and girls and their education."

Hoffman is sponsoring the legislation which would give school districts more latitude in redistricting projects. However, if local communities fail to act, after two unsuccessful attempts the redistricting would be completed by a state committee.

Enrollment guidelines for school districts have been outlined in the legislative proposal calling for a minimum of 500 high school students, 1,000 elementary pupils, or 1,500 students in a unit district.

Representative Hoffman, who is also head of the social science department at Bensenville High School, told Farm Bureau leaders, "The challenge for school district reorganization is great, the challenge for proper financing for local schools is great, and the need for a state school board is great."

PAWNEE HIGH SCHOOL

COURSES TAUGHT

CURRICULUM GROWTH

	62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71	71-72	72-73
English I-Literature	*	*	*	*	*	*	A-B	A-B	A.E.I	A.E.	A.E.I
English II-Literature	*	*	*	*	*	*	A-B	A-B	A.E.II	A.E.	A.E.II
English III-Literature	*	*	*	*	*	*	A-B	A-B	A.E.III	A.E.	A.E.III
English IV-Literature	*	*	*	*	*	*	A	A	A.E.IV	A.E.	A.E.IV
Activity Concept Eng. I								*	*	*	*
Activity Concept Eng. II									*	*	*
Speech (sem)						*	*				
Journalism (sem)							*				
Drama I (sem)									*	*	*
Basic Composition (sem)									*	*	
Short Stories (sem)									*		
Shakespeare (sem)									*		
American Literature (sem)									*	*	*
Business English (sem)									*	*	*
Novels (sem)										*	
Intro. to Literature (sem)										*	*
Drama II (sem)										*	*
Poetry (sem)											*
General English (sem)											*
World History	*	*	*	*	*	*	*	*	*	*	*
World Geography		*	*	*	*	*	*				
American History	*	*	*	*	*	*	*	*	*	*	*
World Affairs								*			
Modern World History									*		
Problems								*	*		
Consumer Education								*	*	*	*
Constitution (sem)										*	*
Sociology (sem)										*	*
Political Science (sem)											*

PAWNEE HIGH SCHOOL

COURSES TAUGHT

CURRICULUM GROWTH

	62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71	71-72	72-73
Practical Mathematics	*	*	*	*	*	*	*	*	*	*	*
Algebra I	*	*	*	*	*	*	*	*	*	*	*
Geometry	*	*	*	*	*	*	*	*	*	*	*
Algebra II		*		*		*	*	*	*	*	*
Trigonometry			*		*		*	*	*	*	*
Calculus (sem)											
General Science	*	*	*	*	*	*	*	*	*	*	*
Intro. Physics-Chem.				*							
Biology I	*	*	*	*	*	*	*	*	*	*	*
Biology II								*	*	*	*
Chemistry	*		*		*		*		*		*
Physics		*		*		*		*		*	*
Conservation										*	
Zoology											*
French I	*	*	*	*	*	*	*	*	*	*	*
French II			*	*	*	*	*	*	*	*	*
Typing I	*	*	*	*	*	*	*	*	*	*	*
Shorthand I	*	*	*	*	*	*	*	*	*	*	*
Typing II	*	*	*	*	*	*	*	*	*	*	*
Shorthand II	*	*	*	*	*	*	*	*	*	*	*
Bookkeeping	*	*	*	*	*	*	*	*	*	*	*
General Business				*			*	*	*	*	*
Personal Typing (sem)									*	*	*
Business Law (sem)											*

PAWNEE HIGH SCHOOL

COURSES TAUGHT

CURRICULUM GROWTH

	62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71	71-72	72-73
Agriculture I		*	*	*	*	*	*				
Agriculture II					*	*	*				
Agriculture III	*		*	*	*	*	*				
Agriculture IV								*		*	
Agric. Mechanics (sem)									*	*	
Agric. Production (sem)								*		*	
Auto Mech. I					*	*	*	*	*	*	*
Atuo Mechanics II						*	*	*	*	*	*
Auto Body Work (summer)									*		
Home Economics I	*	*	*	*	*	*	*	*	*	*	
Home Economics II	*	*	*	*	*	*	*	*	*	*	
Home Economics III	*	*	*	*	*	*	*	*	*	*	
Foods I (sem)											*
Foods II (sem)											*
Foods III (sem)											*
Clothing I (sem)											*
Clothing II (sem)											*
Clothing III (sem)											
Child Devel. (sem)											*
Home Furnishings (sem)											*
Adult Living (sem)										*	*

PAWNEE HIGH SCHOOL

COURSES TAUGHT

CURRICULUM GROWTH

	62-63	63-64	64-65	65-66	66-67	67-68	68-69	69-70	70-71	71-72	72-73
Ind. Arts I (Survey I.O.)	*	*	*	*	*	*	*	*	*	*	*
Ind. Arts II	*	*	*	*	*	*	*	*			
Ind. Arts III	*	*	*	*	*	*	*	*			
Machine Drafting (sem)									*	*	*
Electronics (sem)									*	*	
Engineering Drawing (C. Tech)			*	*					*		
Architectual Drawing								*	*	*	*
Cabinetmaking (Adv. Woods)							*		*	*	*
Band	*	*	*	*	*	*	*	*	*	*	*
Chorus	*	*	*	*	*	*	*	*	*	*	*
Art							*	*	*	*	*
Art II											*
Music Theory (sem)										*	*
Driver Education	*	*	Sum.	Sum.	Sum.	*	*	*	*	*	*
Area Vocational Center							*	*	*	*	*
Physical Educ., Boys	*	*	*	*	*	*	*	*	*	*	*
Physical Educ., Girls	*	*	*	*	*	*	*	*	*	*	*

SUPERINTENDENT
Dean L. Myers

PRINCIPALS
Axel Sandstrom, High School
Bruce Murphy, Grade School

Pawnee Community School Unit No. 11

Pawnee, Illinois 62558
217-625-2471

Dear former student of Pawnee High School:

You can provide valuable assistance to the faculty by telling us what was effective or ineffective in your high school program.

Did you graduate? _____Yes _____No

What year did you leave high school? ___1967 ___1968 ___1969 ___1970 ___1971

Are you employed? ___Full time ___Part time ___No

Did you, or are you currently doing any of the following:
_____ Attend a 4 year college or university
_____ Attend a Junior college
_____ Attend other post-secondary school, e.g., business or technical institutes
_____ Other: _____

If the answer to the above question is yes, what school or schools have you attended. _____

Martial status: _____Single _____Married _____Divorced

Military obligation: _____Have fulfilled your military obligation
_____Are presently in the service
_____Know definitely you will enter within the next year

What is your current position? _____
Try NOT to use such terms as work for AC or Sangamo, etc. List your job such as a machinist, electrician, receptionist, secretary, etc.

How closely does your job conform to your occupational intentions while in high school? _____Closely (related)
_____Nearly conform
_____No relationship

Did your high school education in any way help you find employment since leaving high school? (Mark one or more responses)
____Gave me a diploma needed for the job
____Taught me specific skills I could use
____Taught me good work habits
____Got me in the right direction
____Did not help in any way
____Other: _____

Did the high school staff in any way help you to find employment? ___Yes ___No

What was the major help to you in obtaining your first position after leaving high school?

____Family or friend
____Public employment agency
____Private employment agency
____Newspaper advertisement
____This high school
____On your own
____Other:_____

Did the counseling staff help you find the right occupation to be in? ___Yes ___No

Did the counseling staff give you help that you can use now? ___Yes ___No

Did one or more teachers or other staff ever make you feel completely welcome at the high school? ____Yes ____No If "yes" please check below which ones:

____English
____Social Studies
____Mathematics
____Science
____Music
____Art
____Home Economics
____Business
____Principal
____Counselor
____Coach
____Auto Mech.
____Ind. Arts
____Foreign Language
____Other:_____
____Other:_____

What courses (if any) do you think the school should offer in vocational education but does not?

1. _____
2. _____
3. _____

Check below some of the changes you think should be made in the high school program.

_____Give "pass-incomplete" marks instead of letter or number grades and failur
_____Give more vocational training right on the job
_____Start vocational training earlier in school (jr. high)
_____Plan special vocational programs for school dropouts or students about to drop out
_____Other:_____

_____ _____ _____
Last Name First Name Maiden Name

_____ _____
Current Address State

If there are any questions, comments, etc. you wish to make feel free to do so. Please return this to us as soon as possible. Thank you very much for the time and effort you put forth in this questionnaire to help us in the education of our students.

Total sent 192
Total replied 108
% of replies 56.24%
Males 59 of 96 61.45%
Females 49 of 96 51.04%

27 or 25.00% attended a 4 yr. college or university
23 or 21.29% attended a jr. college
19 or 17.59 attended some other post secondary school
46 or 42.59% did not continue their education

23 other students who did not reply also attended some type of post secondary school. (12 attended a 4 yr. college or university-9 attended a jr. college-2 attended beauty school)

Of TOTAL classes then-85 continued their education after high school graduation.
This represents 44.27% 55.73 Did not continue

How closely does your job conform to your occupational intentions while in high school?

Closely(related)	34 or 31.48%
Nearly conforms	18 or 16.66%
No relationship	39 or 36.11%
No reply to question	17 or 15.74%

Did your high school education in any way help you find employment since leaving high school? (One or more responses could be marked)

Gave me a diploma needed for the job	44 or 40.74%
Taught me specific skills I could use	45 or 41.66%
Taught me good work habits	37 or 34.26%
Got me in the right direction	29 or 26.85%
Did not help in any way	9 or 8.33%
No response to question	17 or 15.74%

	YES	NO
Did the high school staff in any way help you to find employment?	11=10.2%	97=89.8%
Did the counseling staff help you find the right occupation to be in?	21=19.6%	86=80.4%
Did the counseling staff give you help that you can use now?	36=33.7%	71=66.3%

Did one or more teachers or other staff ever make you feel completely welcome at the high school? Yes 96 or 88.88% No 12 or 11.12%

What courses do you think the school should offer in vocational education but doesn't?

1. Office techniques or practices	7 or 6.48%
2. Computers and data processing	7 or 6.48%
3. Office machines	5 or 4.63%
4. Metals 5. On the job training (D.O. & D.E.)	5 or 4.63%
6. Building trades 7. Electronics	3 or 2.77%
8. Plumbing, Heating, Air conditioning	1 or .09%
9. Practical Nursing	1 or .09%
10. Increase or expand foreign language offerings	2 or 1.85%

Changes which you think should be made in the high school program. (One or more responses could be marked)

Pass-Incomplete marks instead of letter or number grades	17 or 15.74%
More vocational training right on the job	72 or 66.66%
Start vocational training earlier in school (Jr. High)	41 or 37.96%
Plan special vocational programs for school dropouts or students about to drop out	54 or 50.00%
No response	10 or 9.26%

Class Of 1967

Total sent 39
Total replied 15
% of replies 38.4%
Males 7 of 19 36.8%
Females 8 of 20 40.0%

5 or 33.3% attended a 4 year college or university
2 or 13.3% attended a jr. college (one of these then went to a 4 yr. college)
3 or 20.0% attended some other post secondary school
6 or 40.0% did not continue their education

6 other students who did not reply also attended some type of post secondary school. (5 attended a 4 yr. college or university and 1 attended a jr. college)

Of the total class then-15 continued their education after high school graduation
This represents 38.4% 61.6% Did not continue

How closely does your job conform to your occupational intentions while in high school?

Closely (related)	5 or 33.3%
Nearly conforms	3 or 20.0%
No relationship	4 or 26.6%
No reply to question	3 or 20.0%

Did your high school education in any way help you find employment since leaving high school? (One or more responses could be marked)

Gave me a diploma needed for the job	8 or 53.3%
Taught me specific skills I could use	6 or 40.0%
Taught me good work habits	5 or 33.3%
Got me in the right direction	3 or 20.0%
Did not help in any way	1 or 6.6%
No response to question	3 or 20.0%

	YES	NO
Did the high school staff in any way help you to find employment?	0	15=100%
Did the counseling staff help you find the right occupation to be in?	1=6.6%	14=93.3%
Did the counseling staff give you help that you can use now?	3=20.%	12=80.%

Did one or more teachers or other staff ever make you feel completely welcome at the high school? Yes 14 or 93.3% No 1 or 6.6%

What courses do you think the school should offer in vocational education but doesn't?

1. On the job training (D.O. or D.E. programs)	3 or 20.%
2. Metals	1 or 6.6%
3. Increase offerings in foreign language	1 or 6.6%

Changes which you think should be made in the high school program. (One or more responses could be marked)

	YES
Pass-Incomplete marks instead of letter or number grades	2 or 13.3%
More vocational training right on the job	11 or 73.0%
Start vocational training earlier in school (Jr. High)	7 or 46.6%
Plan special vocational programs for school dropouts or students about to drop out	7 or 46.6%
No response	3 or 20.0%

Class Of 1968

Total sent 34
Total replied 19
% of replies 55.8%
Males 9 of 16 56.2%
Females 10 of 18 55.5%

6 or 31.6% attended a 4 year college or university
2 or 10.5% attended a jr. college (one of these then went on to a 4 yr. college)
4 or 21.5% attended some other post secondary school
8 or 42.1% did not continue their education

4 other students who did not reply also attended some type of post secondary school. (2 attended a jr. college and 2 attended beauty schools)

Of the total class then-15 continued their education after high school graduation.
This represents 44.1% 55.9% Did not continue

How closely does your job conform to your occupational intentions while in high school?

Closely (related)	10 or 52.6%
Nearly conforms	1 or 5.3%
No relationship	5 or 26.3%
No reply to question	3 or 15.8%

Did your high school education in any way help you find employment since leaving high school? (One or more responses could be marked)

Gave me a diploma needed for the job	4 or 21.1%
Taught me specific skills I could use	7 or 36.8%
Taught me good work habits	5 or 26.3%
Got me in the right direction	6 or 31.5%
Did not help in any way	2 or 10.5%
No response to question	5 or 26.3%

	YES	NO
Did the high school staff in any way help you to find employment?	4=21.1%	15=78.9%
Did the counseling staff help you find the right occupation to be in?	3=15.7%	15=78.9%
Did the counseling staff give you help that you can use now?	8=42.1%	10=52.6%

(One person did not reply to above questions)

Did one or more teachers or other staff ever make you feel completely welcome at the high school? Yes 16 or 84.2% No 3 or 15.7%

What courses do you think the school should offer in vocational education but doesn't?

1. On the job training (D.O or D.E. programs)	2 or 10.5%
2. Computers and data processing	2 or 10.5%
3. Office techniques or practices	1 or 5.2%
4. Plumbing, heating, air conditioning	1 or 5.2%

Changes which you think should be made in the high school program. (One or more responses could be marked)

Pass-Incomplete marks instead of letter or number grades	4 or 21.1%
More vocational training right on the job	14 or 73.6%
Start vocational training earlier in school (Jr. High)	8 or 42.1%
Plan special vocational programs for school dropouts or students about to drop out.	10 or 52.6%
No response	1 or 5.2%

Class Of 1969

Total sent 30
Total replied 22
% of replies 61.1%
Males 14 of 18 77.7%
Females 8 of 18 44.4%

7 or 31.8% attended a 4 year college or university
6 or 27.2% attended a jr. college
4 or 18.1% attended some other post secondary school
} overlapping in these 3 areas
7 or 31.8% did not continue their education

5 other students who did not reply also attended some type of post secondary school. (4 attended a 4 yr. college or university and 1 attended a jr. college)

Of the total class then-20 continued their education after high school graduation. This represents 55.5% 44.5% Did not continue

How closely does your job conform to your occupational intentions while in high school?

Closely (related)	6 or 27.2%
Nearly conforms	6 or 27.2%
No relationship	9 or 40.9%
No reply to question	1 or 4.5%

Did your high school education in any way help you find employment since leaving high school? (One or more responses could be marked)

Gave me a diploma needed for the job	11 or 50.0%
Taught me specific skills I could use	11 or 50.0%
Taught me good work habits	8 or 36.6%
Got me in the right direction	6 or 27.2%
Did not help in any way	3 or 13.6%
No response to question	2 or 9.1%

	YES	NO
Did the high school staff in any way help you to find employment?	1=4.5%	21=95.4%
Did the counseling staff help you find the right occupation to be in?	6=27.2%	16=72.7%
Did the counseling staff give you help that you can use now?	3=13.6%	19=86.3%

Did one or more teachers or other staff ever make you feel completely welcome at the high school? Yes 18 or 81.8% No 4 or 18.2%

What courses do you think the school should offer in vocational education but doesn't?

1. Machine shop	2 or 9.1%
2. Building trades	2 or 9.1%
3. Computers and data processing	1 or 4.5%
4. Office techniques or practices	1 or 4.5%

Changes which you think should be made in the high school program. (One or more responses could be marked)

Pass-Incomplete marks instead of letter or number grades	4 or 18.1%
More vocational training right on the job	13 or 59.1%
Start vocational training earlier in school (Jr. High)	9 or 40.9%
Plan special vocational programs for school dropouts or students about to drop out.	12 or 54.5%
No response	3 or 13.6%

Class Of 1970

Total sent 43
Total replied 29
% of replies 67.4%
Males 17 of 23 73.9%
Females 12 of 20 60.0%

6 or 20.6% attended a 4 year college or university
9 or 31.1% attended a jr. college
7 or 24.1% attended some other post secondary school
} overlapping in these 3 areas
10 or 34.5% did not continue their education

5 other students who did not reply also attended some type of post secondary school. (2 attended a 4 yr. college or university and 3 attended a jr. college)

Of the total class then-24 continued their education after high school graduation. This represents 55.8% 44.2% Did not continue

How closely does your job conform to your occupational intentions while in high school?

Closely (related)	8 or 27.5%
Nearly conforms	4 or 13.7%
No relationship	12 or 41.3%
No reply to question	5 or 17.3%

Did your high school education in any way help you find employment since leaving high school? (One or more responses could be marked)

Gave me a diploma needed for the job	15 or 51.7%
Taught me specific skills I could use	13 or 44.8%
Taught me good work habits	8 or 27.5%
Got me in the right direction	5 or 17.2%
Did not help in any way	1 or 3.4%
No response to question	4 or 13.7%

	YES	NO
Did the high school staff in any way help you to find employment?	4=13.7%	25=87.3%
Did the counseling staff help you find the right occupation to be in?	6=20.6%	23=79.4%
Did the counseling staff give you help that you can use now?	12=41.3%	17=58.7%

Did one or more teachers or other staff ever make you feel completely welcome at the high school? Yes 28 or 96.5% No 1 or 3.5%

What courses do you think the school should offer in vocational education but doesn't?

1. Office machines	2 or 6.9%
2. Office techniques or practices	2 or 6.9%
3. Electronics	2 or 6.9%
4. Computers and data processing	2 or 6.9%
5. Practical nursing	1 or 3.4%
6. Expand foreign languages	1 or 3.4%

Changes which you think should be made in the high school program. (One or more responses could be marked)

Pass-Incomplete marks instead of letter or number grades	4 or 13.7%
More vocational training right on the job	16 or 55.1%
Start vocational training earlier in school (Jr. High)	7 or 24.1%
Plan special vocational programs for school dropouts or students about to drop out.	16 or 55.1%
No response	1 or 3.4%

Class Of 1971

Total Sent 40
Total replied 23
% of replies 57.5%
Males 12 of 20 60%
Females 11 of 20 55%

3 or 13.1% attended a 4 year college or university
4 or 17.4% attended a jr. college
1 or 4.4% attended some other post secondary school
15 or 65.2% did not continue their education

3 other students who did not reply also attended some type of post secondary school. (1 attended a 4 yr. college or university and 2 attended a jr. college)

Of the total class then-11 continued their education after high school graduation.
This represents 27.5% 72.5% Did not continue

How closely does you job conform to your occupational intentions while in high school?

Closely (related)	5 or 21.7%
Nearly conforms	4 or 17.4%
No relationship	9 or 39.1%
No response to question	5 or 21.7%

Did your high school education in any way help you find employment since leaving high school? (One or more responses could be marked)

Gave me a diploma needed for the job	6 or 26.1%
Taught me specific skills I could use	8 or 34.7%
Taught me good work habits	11 or 47.8%
Got me in the right direction	9 or 39.1%
Did not help in any way	2 or 8.7%
No response to question	3 or 13.0%

	YES	NO
Did the high school staff in any way help you to find employment?	2=8.7%	21=91.3%
Did the counseling staff help you find the right occupation to be in?	5=21.7%	18=78.3%
Did the counseling staff give you help that you can use now?	10=43.5%	13=56.5%

Did one or more teachers or other staff ever make you feel completely welcome at the high school? Yes 20 or 86.9% No 3 or 13.1%

What courses do you think the school should offer in vocational education but doesn't?

1. Office machines	3 or 13.1%
2. Office techniques or practices	3 or 13.1%
3. Computer and data processing	2 or 8.7%
4. Metals	2 or 8.7%
5. Building trades	1 or 4.4%
6. Electronics	1 or 4.4%

Changes which you think should be made in the high school program. (One or more responses could be marked)

Pass-Incomplete marks instead of letter or number grades	3 or 13.1%
More vocational training right on the job	18 or 78.3%
Start vocational training earlier in school (Jr. High)	10 or 43.5%
Plan special vocational programs for school dropouts or students about to drop out.	9 or 39.1%
No response	2 or 8.7%

Pawnee Superintendent's Duties

A. To be the executive officer of the Board of Education and to put into practice the educational policies of the State and the adopted policies of the Board of Education.

B. To keep the Board of Education informed of the conditions of the schools and their activities.

C. To be directly responsible for the operation of the educational program in accordance with the policies of the Board of Education.

D. To be responsible for the preparation and presentation of the annual budget.

E. To be responsible for purchasing supplies, materials, and equipment.

F. To recommend in writing all teachers necessary for the schools and suspend any teacher for cause until the Board of Education may consider such suspension.

G. To recommend to the Board of Education with advice from the Principals the best methods of arranging the course of study and the textbooks to be used.

H. To prepare all agenda for the meetings of the Board of Education.

I. To continuously evaluate the school program.

J. To advise the Board of Education of educational trends, techniques, methods and materials.

K. To review teacher assignments.

L. To exercise general supervision of professional and non-professional employees of the district.

M. To evaluate the effectiveness and competence of all professional and non-professional employees of the district.

N. To complete and submit all required reports and forms required by law.

O. To provide information to the citizens of the district to promote good will and understanding of the school's programs and activities.

P. To fulfill any other duties as requested by the Board of Education.

APPENDIX D

Pawnee Principal's Duties

A. To supply such information about the instructional program of the school, teachers, and pupils as the Superintendent or the Board of Education may require. The Superintendent will direct the presentation of such information.

B. To work under the immediate direction of the Superintendent and to consult with him about the organization and plans of procedure for the schools.

C. To keep the Superintendent informed of activities, plans, and problems of the schools. He will make such formal reports as the Superintendent may require.

D. To seek the advice and aid of the Superintendent in developing recommendations and formulating plans.

E. To supervise the instructional program.

F. To supervise or delegate supervision at athletic contests and cafeteria dining.

G. To supervise in-service training of the teachers under his supervision.

H. To maintain desirable citizenship among students. He will have the authority to discipline or suspend pupils and to recommend dismissal to the Superintendent and the Board of Education.

I. To secure, screen and consolidate requisitions for submitting to the Superintendent for the school budget.

J. To evaluate and transmit to the Superintendent all purchase order requests.

K. To supervise non-teaching employees during the school year as it affects the educational program of the building.

L. To supervise and control school buildings and grounds during the school year as it affects the educational program of the building.

M. To assist the Superintendent in recommending teachers for vacancies on the school staff.

N. To assign duties to all teachers to be reviewed by the Superintendent.

O. To evaluate the competence and effectiveness of all teachers and clerical employees under his direction.

P. To cooperate with the Superintendent in the latter's evaluation of custodial employees, cafeteria employees, and bus drivers.

Q. To maintain proper and adequate records for all pupils enrolled.

R. To secure substitute teachers whenever they are needed during temporary absences of teachers.

APPENDIX E

Divernon Superintendent's Duties

A. The Superintendent shall be the executive officer of the Board and shall be directly responsible to it. (1) for the execution of its policies; (2) for the faithful and efficient observance of its policies by the employees throughout the school system; (3) for the management of the work of the several departments whose duties apart from those required by law, he shall assign; and (4) for the enforcement of all provisions of the law relating to the operation of the school or other educational, social, and recreational agencies or activities under the charge of the Board.

B. He shall have the right of initiative in all professional matters, including the following: Personnel, selection of textbooks, purchase of all books and supplies, course of study, student activity, the building program, and budget making, with the approval of the Board.

C. The Superintendent shall be general supervisory officer over all employees and shall have general supervision of instruction. He shall recommend the employment, assignment, and transfer according to the salary schedule in force, or the dismissal of one or more employees, provided, however, that the Board shall approve all appointments of dismissals and all transfers involving change of rank. The Board of Education shall make final endorsement from a list of equally qualified candidates.

D. The Superintendent shall be the official spokesman for the members of all employees giving their complaints, requests, or suggestions to the Board of Education at the next regular meeting.

E. He shall attend all meetings of the Board, unless requested not to do so by the Board. At these meetings he shall have the right to speak upon matters under discussion.

F. He shall perform, or assign, for performance of duties necessary to the proper fulfillment of his responsibilities as chief administrative officer.

G. He shall direct the preparation of the annual budget for the ensuing year and submit it to the Board not later than the regular meeting in July, and after approval thereof, shall control its execution.

H. He shall have the power to decide all matters of administrative detail, concerning which no specific provision has been made in the law or the Board of Education rules and regulations, reporting at their next regular meeting those decisions which he believes should be appropriate by-laws or regulations established by the Board of Education.

I. He shall keep accurate account of school finances, school employees, sick leave allowance, including teachers, custodians and secretaries.

J. He shall keep the Board adequately informed at all times, both oral and written reports, concerning the progress, needs and conditions of the school system and to suggest means for improvement.

K. He shall be employed from July 1st to June 30th on a full-time twelve-month basis, and shall be entitled to 30 days vacation with pay each school year.

L. He shall act as a representative of the Board in the drawing of specifications, contracts, and securing of bids.

M. The Superintendent of Schools shall be the official purchasing agent for the Divernon Community Unit District #13.

Divernon Principal's Duties

The Principal of the elementary building shall be the Chief Administrative Officer of his building and shall be responsible for the educational progress, general management of the school. He shall keep the Superintendent's office fully advised as to the condition and needs of his school.

The Principal shall be employed for a period of time designated by the Board of Education.

The Principal shall be responsible for a system of accounting for all monies collected within his school in accordance with the plan of accounting set up by the Superintendent. The office of the Superintendent shall give a receipt of all collections and keep a copy of same.

It shall be the duty of the Principal to:

1. Arrange according to his best judgment the internal government of the school, subject to the rules of the Board of Education and the instructions of the Superintendent; to provide for the supervision of pupils arriving early; and during the time that they remain in school.

2. Place in charge of work, in absence of regular teacher, such substitutes as are designated as available by the Superintendent; to report names of substitute and days taught to Unit Office.

3. Have charge, under the Superintendent, of the reception, classification, and promotion of pupils.

4. Be responsible for the care and sanitary conditions of the grounds, buildings, and property of the Board, including all books, apparatus and supplies.

5. Assemble at such time and place as the Superintendent may direct.

6. Furnish to the Superintendent a list of supplies needed by the teachers for the following year. This list should be in the Unit Office on or before the first day of May of each school year.

7. Report promptly to the Superintendent's office any serious accident, or other unusual occurrence.

PAWNEE 1973-74 SALARY SCHEDULE

The objectives of Salary Schedule are to encourage teachers in the employ of this unit to further their preparation for teaching, to attract and retain the services of well-prepared, competent teachers and to encourage superior teaching in all positions.

Years Exper.	Minus 90 hrs.	Plus 90 hrs.	B.S.	B.S. & 8	B.S. & 16	B.S. & 24	M.S.	M.S. & 8	M.S. & 16	M.S. & 24
					PROBATIONARY SCHEDULE					
0	6600	6800	7800	8025	8250	8475	8700	8925	9150	9375
1	6825	7025	8075	8300	8525	8750	9025	9250	9475	9700
2	7050	7250	8350	8575	8800	9025	9350	9575	9800	10025
					PROFESSIONAL SCHEDULE					
2	7275	7475	8625	8850	9075	9300	9675	9900	10125	10350
3	7500	7700	8900	9125	9350	9575	10000	10225	10450	10675
4	7725	7925	9175	9400	9625	9850	10325	10550	10775	11000
5	7950	8150	9450	9675	9900	10125	10650	10875	11100	11325
6	9175	8375	9725	9950	10175	10400	10975	11200	11425	11650
7	8400	8600	10000	10225	10450	10675	11300	11525	11750	11975
8	8625	8825	10275	10500	10725	10950	11625	11850	12075	12300
9	8850	9050	10550	10775	11000	11225	11950	12175	12400	12625
10			10825	11050	11275	11500	12275	12500	12725	12950
11			11100	11325	11550	11775	12600	12825	13050	13275
12			11375	11600	11825	12050	12925	13150	13375	13600
13			11650	11875	12100	12325	13250	13475	13700	13925

The Board of Education reserves the right to alter this salary schedule annually by a majority vote. The salary schedule does not necessarily guarantee advancement of any individual teacher. The board reserves the right to keep a teacher at a present salary if their judgement so dictates.

LONGEVITY PAYMENT (SERVICE IN PAWNEE)

Years Exper.	Minus 90 hrs.	Plus 90 hrs.	B.S.	B.S. & 8	B.S. & 16	B.S. & 24	M.S.	M.S. & 8	M.S. & 16	M.S. & 24
15	9000	9200	11800	12025	12250	12475	13400	13625	13850	14075
20	9050	9350	11950	12175	12400	12625	13550	13775	14000	14225
25	9300	9500	12100	12325	12550	12775	13700	13925	14150	14375

Pawnee Extra Pay Areas

Athletic Director	$500.00	
Head Football high school	800.00	
Ass't. Football high school	450.00	
Ass't. Football high school	450.00	
Head Basketball high school	800.00	
Ass't. Basketball high school	450.00	
Baseball high school	400.00	
Track high school	250.00	
Flag Football grade school	350.00	
Head Basketball grade school	650.00	
Ass't. Basketball grade school	450.00	
Track grade school	250.00	
Girl's Track	250.00	
Majorette Sponsor	100.00	
Yearbook high school	150.00	
G.A.A. high school	100.00	
Pep Club Sponsor high school	100.00	
Cheerleader Sponsor high school	100.00	
Cheerleader Sponsor grade school	75.00	
Plays - Senior Play	125.00	
High School Class Sponsor	25.00	each sponsor each class
Eighth Grade Class Sponsor	75.00	
Student Council Cponsor	75.00	
Fan Bus Chaperone and Crowd Control	10.00	per night
Ticket Selling	5.00	per night

Divernon Teachers' Salary Schedule 1973-1974

Years Exper.	B.S.	B.S. & 16	B.S. & 24	M.S.
0	7850	8050	8050	8250
1	8125	8350	8375	8600
2	8400	8650	8700	8950
3	8675	8950	9025	9300
4	8950	9250	9350	9650
5	9225	9550	9675	10000
6	9500	9850	10000	10350
7	9775	10150	10325	10700
8	10050	10450	10650	11050
9	10325	10750	10975	11400
10	10600	11050	11300	11750
11	10875	11350	11625	12100
12	11150	11650	11950	12450
13	11425	11950	12275	12800
14				13150

*15 years $150
20 years $150
25 years $150

*The 15, 20, and 25 years only apply if you are at the top of a column which receives no increment this year.

Divernon Extra Pay Areas

Football Coach	$1,000.00
Ass't. Football Coach	400.00
Jr. High Flag Football Coach	250.00
High School Basketball Coach	1,200.00
Ass't. High School Basketball Coach	600.00
Jr. High School Basketball Coach	600.00
High School Wrestling Coach	400.00
High School Track Coach	300.00
Jr. High School Track Coach	150.00
Athletic Director	300.00
FHA Sponsor	500.00
Jr. High School Girl's Track Coach	100.00
High School Cheerleader Sponsor	200.00
Jr. High School Cheerleader Sponsor	200.00
Extra Class	3.00 each
Bus Chaperone	5.00 each